

Effective Teacher-Child Interaction Promoting Activities—A Strategic Study of Teacher-Child Interaction in Kindergarten Group Teaching Activities

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Abstract: *In kindergarten education, collective teaching activities play a pivotal role in improving the efficiency of kindergarten teaching and promoting the social construction of young children. Early childhood teachers are the organisers and conductors of collective teaching activities, and are the guides of young children's learning path, so they must shoulder their own responsibilities and consider how to penetrate relevant education in collective teaching activities. Among them, teacher-child interaction is the medium and means to achieve this goal, and the value of teacher-child interaction can promote the smooth implementation of collective teaching activities and achieve ideal teaching results. In view of this, the article takes kindergarten collective teaching activities as a carrier, focusing on the importance of teacher-child interaction, strategies and precautions, in order to provide reference.*

Keywords: *kindergarten education; collective teaching activities; teacher-child interaction*

1. Introduction

The Guiding Principles for Kindergarten Education clearly state: "Pay attention to children's performance and reactions during activities, be sensitive to their needs, respond in a timely and appropriate manner, and form cooperative and exploratory teacher-student interactions." Children in kindergarten stage are at the beginning of their physical and mental development, they are not old enough to have a certain degree of self-restraint and control, and they are very easy to be distracted in group teaching activities, which will have an impact on the overall quality and effectiveness of teaching. At this time, teacher-child interaction is particularly critical, it can effectively improve the situation, better focus on the attention of children, so that children wholeheartedly into it, to promote the steady development of collective teaching activities.

2. The importance of teacher-child interaction in kindergarten group teaching activities

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3. The importance of teacher-child interaction in kindergarten group teaching activities

Kindergarten education is an important part of basic education and is the foundation stage for schooling and lifelong education in the country. In a sense, education is a kind of interaction activity with strong uniqueness, and young children are in an important stage of physical and mental development, in which they often need to explore and analyse the world by means of interaction, and

gradually build up three views in the process [1]. Collective teaching activities are an important part of kindergarten education, through effective teacher-child interaction, can better mobilise the interest and enthusiasm of young children to participate in collective teaching activities, fully engaged in them, and better explore and analyse. In teacher-child interaction, teachers combine educational needs, create effective interaction content, and choose communication methods that match the children's psychological environment. In this case, children can not only lay a good foundation for interaction with teachers, but also acquire a wealth of knowledge, deepen their understanding and mastery of knowledge, and gradually develop good behavioural habits, moral qualities and a sound personality system, so as to build a solid foundation for their future growth and development.

4. Strategies for teacher-child interaction in kindergarten group teaching activities

4.1 Designing effective dialogue based on young children's preferences

In kindergarten education, play is one of the most basic activities, and its quality is closely related to the effectiveness of kindergarten education. In order to ensure the quality of play activities, kindergarten teachers must always pay attention to children's movements, and give guidance and instructions at the appropriate time to promote the efficient development of play activities. Specifically, teachers can design and implement dialogues based on children's interests and preferences. Dialogue based on children's interests and preferences is the key to children's active participation in play activities, of course, before that, teachers must carefully observe, listen, firmly grasp the interests of children, and closely follow the interest of this point to design the content of the dialogue [2]. For example, in an outdoor activity, Qiji children found a small animal on the ground, he squatted down to observe it and found that it was very much like a snail. So he called out loudly, "Come and see, I found a snail without a shell." Kiki's call attracted other children and also drew the attention of the kindergarten teachers. Everyone came forward and marvelled. The kindergarten teacher said, "It does look like a snail? Are you sure it is a snail?" Kiki replied, "Teacher, I'm sure it's a snail. Take a look at it, it's so long and has two tentacles on its head, and there are some marks on the ground where it walks I've seen snails in picture books before, they're similar to this one." The kindergarten teacher didn't directly deny the child, but guided on the basis of praising the child's good observation, "Then, where did its shell go?" Kid Qiqi smiled and said, "It may have the problem of losing its shell, so I guess it left it at home." The kindergarten teacher continued to guide, "Teacher heard that the snail has a relative that looks very much like a snail, but then, there is a very obvious difference, that is, it doesn't have a shell, do you know what it is called? It is called a slug. Now, let's use our mobile phones to record its appearance, and when we return to the class, we'll use the computer to look it up and determine its identity, OK?" The children answered "yes". In the above process, the teacher did not directly deny the children, but focused on the children's interests, carefully designed the dialogue, guided the children's thinking direction, stimulated the children's interest and curiosity, so that they are more active and positively involved in the effective communication and interaction, to ensure that the activities are carried out smoothly [3].

4.2 Inspiring questions to think about and guiding active enquiry

Young children are relatively young, all abilities are at a weak stage, when participating in collective teaching activities, it is inevitable that they will encounter some problems that are difficult to solve and cope with, if they do not receive timely guidance and help, then young children are likely to lose their self-confidence, motivation, and are not willing to participate in them anymore. At this time, the importance of teacher-child interaction comes to light, and early childhood teachers can inspire thinking about the problems of young children in collective teaching activities. Specifically, early childhood teachers carefully design problematic situations to provoke young children to think, communicate, and work together to solve the problems in the activities [4]. For example, in kindergarten, toys are indispensable, however, with the increase in the number of toys, toy storage has become a problem. In an outdoor activity, Lili children found that there were randomly placed and piled toys in the kindergarten, and for several days in a row, the toys were piled up in a disorderly manner. During an after-dinner conversation, the children came up with the idea of designing a "storage area". The kindergarten teacher seized the opportunity and launched the activity of designing a "storage area". Firstly, the teacher encourages the children to draw the "storage area" according to their own ideas and share their thoughts and reasons on the stage one by one. Then, the best plan was chosen by voting. However, when the toys were arranged according to the plan, they were still lying around and

piled up. So, the kindergarten teacher guided the children to think: Why is this? After exchanging and discussing, we think that the reason for the toys being piled up is that there are some things missing in the "storage area" and many people don't know how to put them there; there are too many toys in the kindergarten and too few places to put them. In this case, the kindergarten teacher played the prepared storage video for the students and asked them to put the toys there. In this case, the kindergarten teacher showed the students a prepared video on storage and let the children watch it carefully and discuss it. At this point, the kindergarten teacher focused on directing the children's attention to the way the items were stacked, and asked the children some questions: 1. Are these items neatly arranged? How are they arranged? 2. There are so many of these items, why aren't they arranged in a messy way? The toddlers were talking, some were saying, "Because of the division of different areas, the items have exclusive compartments so that they are not messy." Some are saying, "The items are placed in rows and look neat." The classroom atmosphere is very active, at this point the kindergarten teacher continues to guide: "Children, are the toys in the kindergarten neat? Why aren't they neat? What can we do to make these toys more tidy and create a cosy environment?" Under the guidance of the kindergarten teacher, the children actively thought and expressed their own views and opinions. For example, Yunyun said, "We can prepare some colourful buckets and divide the toys according to colours." Jingjing said, "We can organise the toys according to their categories." In the above activities, the kindergarten teachers designed the problems from shallow to deep and step by step, guiding the children to think and explore, to be able to find and solve problems, and to gain rich experience from them.

4.3 Creating an interactive environment to increase participation

In kindergarten group teaching activities, through good teacher-child interaction, more children are attracted to participate in them, which is extremely beneficial to children's knowledge learning and ability training. Among them, a good atmosphere is the guarantee and motivation for children to participate in group activities. Therefore, when carrying out group teaching activities, teachers should pay attention to the creation of the atmosphere, and ensure the safety of children, through the creation of a high-quality atmosphere, so that the whole group teaching activities are more dynamic and interesting. Of course, in the process of organising collective teaching activities, early childhood teachers should, according to the law of psychological development of young children, create a relaxing and pleasant atmosphere as much as possible, improve the enthusiasm and enthusiasm of young children's participation, and make a good start for the opening of high-quality teaching activities [5]. For example, in a music activity, the early childhood teacher made a music room arrangement in advance, in which a number of musical equipment, such as xiao, harmonica, ukulele, erhu, flute, electronic piano, fast board and so on. At the very beginning of the music activity, instead of taking the children directly into this music room, the early childhood teacher first displayed several musical instruments in the classroom. The kindergarten teacher asked the children to close their eyes tightly and guess what kind of musical instruments these were, so as to stimulate the children's interest and motivation. During this process, the Early Childhood Teacher noticed that many children in the class could roughly hear the category of the instruments. After completing the above operation, the kindergarten teacher took out the water cups prepared in advance, added some water into each of them (make sure that the water level of different water cups is different), and then knocked on these water cups. At this time, the children found that these cups made a sound, and there were differences in the level of the sound. The children do not know why this phenomenon occurs, but they tend to have a strong curiosity and desire to know, and want to do the tapping. At this time, teachers of young children take them to the music room and expose them to their favourite or interested instruments. In this way, the creation of a free learning music atmosphere is achieved. With this in mind, the early childhood teacher organises for the children to observe and experience these instruments up close. There are different categories of musical instruments and certain differences in the way they are played, so early childhood teachers can give the right to choose to the children, so that they can choose and experience on their own. In this way, teachers will be able to understand children's interests and preferences in music, and provide targeted guidance to help children understand the playing styles and skills of different instruments, laying a good foundation for their subsequent music learning. In the above process, teachers consciously create an atmosphere of teacher-child interaction, which better increases children's interest and enthusiasm in participating in collective teaching activities, and makes children truly engaged in music learning and exploration.

4.4 Good observation and evaluation, praise innovative performance

A qualified kindergarten teacher must have good observation skills. In the kindergarten collective teaching interaction between teachers and children, early childhood teachers should always observe the movement of young children, to summarise their effective surface, creative behaviour, and to appreciate the evaluation of the main, praise, praise young children, while playing a good role in motivation, to drive more young children's enthusiasm, so that they are really engaged in it, to produce bold associations, imagination, and to obtain a good emotional experience. For example, in a regional activity, children want to design a beautiful house, which requires them to design the house shape independently, and dress up and beautify the house according to their own preferences. During this period, the early childhood teachers did not intervene too much with the children, but carefully observed, inspected, and chose effective ways, such as taking photographs, recording videos, or transcripts, to record the children's wonderful performances, and commented on the children's practical behaviours in real time [6]. For example, when designing a house, Qiaoqiao children were able to draw drawings according to their own ideas and make a model of the house by folding, cutting and sticking, choosing some novel and special items for decoration. Moreover, when a step is done, Qiaoqiao children will organise the various materials. At this time, the kindergarten teacher will comment on JoJo's children in terms of being good at organising, good logical thinking, and strong in action, helping them to identify their strengths and advantages, and to develop their strengths continuously. Of course, the kindergarten teacher also encourages him to share his experience and insights with his partners. When making a house, Coco children can actively communicate and share their thoughts with their partners and listen to others' suggestions, for which the kindergarten teacher comments on in terms of being good at communicating and listening. Of course, for the children's excellent performance in other aspects, such as language expression, listening, and so on. Of course, for the children's excellent performance in other aspects, such as language expression, aesthetic appreciation, sense of cooperation, etc., teachers should attach great importance to, and timely comments, to help the children to build up their self-confidence, with a better mentality to participate in subsequent collective teaching activities, and effectively enrich their own art practice and performance experience.

5. Caveat

In kindergarten collective teaching activities, teacher-child interaction is of great significance, but in order to maximise the function and value of teacher-child interaction, it is necessary to pay attention to two points: first, equality. In teacher-child interaction, equality is the most basic and crucial, if equality is lost, then there can be no real communication and interaction. In other words, only by taking equality as the premise and foundation can we achieve the effect of common growth through teacher-child interaction. Therefore, in the actual kindergarten collective teaching activities, early childhood teachers should respect young children, communicate and interact with young children with an equal mindset, so that they can see the eyes of young children and let young children see their own eyes, and consolidate the foundation of the teacher-child interaction building [7]. Secondly, caring. In addition to equality, caring is also an indispensable part. In collective teaching activities, early childhood teachers should care more about and care for young children. Of course, the care here is not just about their physical and mental health, learning status, the key is to give them sincere, sincere love, treat them as "friends", or even "relatives", care about their little by little, for them to be proud of, touched. Only by building bridges with love can we achieve the effect of educating people.

6. Conclusion

In conclusion, teacher-child interaction is a long subject, inseparable from the majority of early childhood teachers to persist, efforts, in the routine work, early childhood teachers must be down-to-earth, perseverance, constant observation and analysis, starting from the overall development of young children, examining the value and significance of the collective teaching activities, and effectively improve the effectiveness of teacher-child interaction. Specifically, they can design effective dialogues based on children's preferences, inspire questions and guidance for active exploration, create interactive environments and increase enthusiasm for participation, and make good observations and evaluations and praise innovative performance from four perspectives, so as to implement teacher-child interactions in an orderly and effective manner, and to promote high-quality and efficient implementation of collective teaching activities.

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