

# Investigation and Thinking on the Release of Activity Materials in the Kindergarten Area

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**Abstract:** *Regional activities are an important way to promote children's comprehensive development of body and mind. Activity materials are the main media to realize regional activities. Reasonable delivery of activity materials can achieve good results of regional activities. Article using literature, interview, observation method of Tongliao city kindergarten area activity material on the objective and comprehensive research, from the present situation, existing problems and reasons, response to several aspects of the kindergarten area activity on the basic problems, hope for the kindergarten area activity material problems improved, so that the kindergarten area theme education activities more rich and colorful.*

**Keywords:** *kindergarten; regional activities; material delivery*

## 1. Introduction

### 1.1 Related notion

"Regional activity" refers to the teacher based on time and space factors, for children to create an independent development space, and on the various materials, encourage children based on self-preferences free clear content and way, to construct their own experience, the development of game activities, to break the classroom inherent space pattern, based on children's activities to promote curriculum organization form toward diversified direction. The materials in the regional activities are children's game materials, which Hua Aihua defines as "everything used for children's games, including toys specially made for children's games, and any daily objects or natural materials".[1-2]

### 1.2 Research objects and methods

This research takes a kindergarten in Tongliao City as the investigation point, which is a large-scale and high-quality autonomous region level demonstration kindergarten, and now has more than 1,000 children, more than 100 professional teachers, and 9 large classes[3]. The research mainly observes and records the materials of 9 large classes. By consulting a large number of documents related to the activities of the kindergarten, designed the observation record form, observed and recorded the quantity, types and the use of children in the activity materials of the 9 classes, interviewed 5 teachers and teaching directors with the interview outline, and finally analyzed and sorted out[4].

## 2. Problems existing in the delivery of activity materials in the kindergarten and large class areas

### 2.1 The number of activity materials in each region is unbalanced, and there are too few materials in the role game area and reading area

There are various types of kindergarten activity areas, and the materials used in each area are also different. The types and quantities of materials are the key to ensure the smooth completion of regional activities. Survey found that most of the class between regional material imbalance, reflects the construction area, educational area, performance area, role games and reading area material less, rich material type on the better active children thinking, performance costumes, reading books is an important auxiliary material to improve children's artistic ability, reading ability, such activity material on insufficient quantity, category is not complete, directly affect children's ability development. Intelligence

improvement is important for children, but the development of other abilities should not be underestimated. In the process of material delivery, attention should be paid to multiple categories[5]. In addition, some modern materials should also be appropriately put in, such as VR glasses, 3D animation materials, active children's awareness of science and technology, more conducive to the development of children's innovative thinking[6].

### ***2.2 The source of activity materials is single, and they are basically unified procurement by kindergartens***

We found that the source of activity materials in the survey garden area was single, and most of them were purchased by kindergartens. The purchased area activity materials have the advantages of convenience, beauty, not time-consuming and laborious, and long preservation time, but they also have some disadvantages. First, most of the purchased materials are finished materials, which hinder children's creative operation to some extent, which is not conducive to the development of children's imagination; second, the purchased materials are often not cheap, kindergartens usually do not replace in a short time; again, the safety factor cannot be fully guaranteed. Kindergarten activity materials can be derived from multiple ways. It is a good choice for everyone to make them together, invite parents to donate, and cooperate with kindergartens to share, etc. Multi-source channels can not only strengthen multi-party cooperation, but also provide richer materials from the perspective of different groups[7].

### ***2.3 The replacement of activity materials lacks the suitability consideration of children's age characteristics***

"Kindergarten education guidelines" "kindergarten work rules" are said, according to the characteristics of the age of children, interests, as well as the theme of class activities, appropriate adjustment of the kindergarten activity area materials. The survey found that only two kindergarten teachers were able to change materials appropriately based on children's interests. Some classes changed materials once a month, and some classes even did not change materials once a year. In the interview, some teachers said that the frequency of replacement is too high, children should be familiar with the materials, learn to play, the utilization rate of materials is higher, some teachers said that there is no time to change, put it like that, did not consider whether suitable for children, anyway, children are playing, did not consider so much. Research found that the teachers in the replacement of materials, not completely do on the basis of children's physical and mental development characteristics to replace, some materials lack of difficulty, suitable for small class, some material class children don't like, and some class activity area material on the class other activities, not combined with other activities[8].

## **3. The reason for the problem of the activity materials in the kindergarten large class area**

### ***3.1 Teachers lack the professional knowledge and skills of regional materials delivery***

Preschool teachers are the organizers and guides of kindergarten regional activities, and they need to have rich professional knowledge and guidance skills. Regional activity material on the problems, and the preschool teachers own theoretical knowledge and the lack of professional skills, kindergarten preschool teachers will accept teachers skills training, but training mainly focus on political learning and teaching ability improve learning, for the kindergarten activity area material on the field training is relatively few, the outbreak in recent years, teachers go out by other garden view is less, teachers' own professional promotion will is not strong, so the teachers regional activity materials on the relative lack of knowledge and skills[9].

### ***3.2 The kindergarten does not fully support the materials in the activity area***

Kindergarten area activities need enough space, material also need funding support, many teachers for the province time and energy, when choosing activity material directly buy or make not serious, neither pay attention to the safety of the material, educational and operational, also do not pay attention to the material is suitable for children's age characteristics, suitable for the theme of the activity. Improper activity materials not only waste resources, but also play a substantial role in the development of children. The release of rich and valuable materials is the basis for the success of children's activities. Rich materials can play the educational value of the activity area, inspire children's interest in learning, open children's desire to explore, and let children have more complex contact feelings. Kindergartens should

increase the intensity of materials in the activity area to provide due support for children playing in the activity area[10].

### ***3.3 Teachers are in an authoritative position in the regional material delivery***

Teachers should take children as the main body when putting in the materials, and all activities should be carried out with children as the center. Teachers are in a leading position in activities, but many teachers' leading role is that children should completely listen to teachers, so that they do not consider children's feelings when preparing and putting activity materials, and only arrange according to teachers' wishes, with deviations in educational concepts and behaviors. Teachers should make clear about the "dominant" position in their activities, is the correct guidance, guidance and help to children, rather than commanding orders absolute children think. Montessori pointed out: "Only through observation and analysis can we truly understand that the inner needs of children are different from the individual, so as to decide how to live in harmony with the environment and to be consistent with their growth needs." "When children carry out regional activities, teachers should always pay attention to the needs of children, clarify the relationship between the surrounding environmental materials and children's growth, stand in the perspective of children to carry out every link of regional activities, the quality of regional activities will be greatly improved[11].

## **4. Strategy of releasing activity materials in kindergarten large class area**

### ***4.1 Improve the professional knowledge and skills of teachers' regional materials delivery***

Teachers often play a leading role in releasing activity materials in the kindergarten area, and their professional knowledge and skills are particularly important for properly releasing materials in the activity area. First of all, teachers should improve their level of professional theory knowledge, especially the activity area related professional theory knowledge, understand activity area, function and characteristics of the type of material, understand the principle of material should follow concept, teachers can through reading, training, view the accumulated knowledge experience, make their knowledge to do regional activity material. Second, temper their activity area material on the skills, in daily work more reflection fine thinking, refining, to see what material is suitable for children, which material effect is not big, observe children is actual play or "blind" "don't play", guide children material play, material significance, really let material talk, realize the two-way efficient interaction between material and children. Thirdly, observe more well-done kindergartens, learn from choices, communicate more with peers, learn from each other[12].

### ***4.2 Establish the concept of kindergarten regional material delivery with children as the main body***

Children occupy the main position in the kindergarten education activities, and regional activities are the valuable activities that children can choose actively and voluntarily. When the teachers' regional activity materials are put in, the traditional concept of "listening to the teacher for everything" should be changed into a new educational concept of "taking children as the main body and teachers as the guidance". Activity area material delivery is not the teacher's own thing, children should be more involved, because the material is for children to play, they are the master of the material, to always think, "this material is suitable for children? How will young children use it? What will young children do with it? What does it bring to young children?" First of all, according to the age characteristics of children and different development needs, targeted levels of materials, as far as possible to do from shallow to deep, from easy to difficult, such as the construction area building blocks, small class building blocks to be large, the same type, and large class building blocks can be appropriately small, different categories to be more. Secondly, standing in the perspective of children, put some "semi-finished" "assembly" materials, reduce the purchase of finished structural materials, "semi-finished" and other materials to leave a lot of space, suitable for their curiosity, like to explore the characteristics, through hands and brain is more conducive to intellectual growth. Finally, the safety of the material should be considered. The material of the material should be safe and non-toxic, tasteless and unexciting, and the safety risks of the material itself should also be considered, such as the scissors often used in the art area to avoid sharp iron, and teach children how to use it safely.

### 4.3 Strengthen the importance of the kindergarten area material delivery

The activity area is an important education field of the kindergarten, which should be highly valued by the kindergarten. The success of the activity materials is the key to the effectiveness of the activities in the activity area. As the medium link for children's intellectual development, materials can perfectly promote the comprehensive development of children if the delivery is accurate and appropriate. As a kindergarten, we should do: first, increase the investment in the activity area, keep sufficient funds to purchase abundant materials, and broaden the activity space; secondly, pay attention to the training of teachers on the ability to deliver materials in the activity area, carry out regular observation, competition and training activities every year, improve the educational concept of teachers and the ability and skills of teachers to provide materials; Thirdly, the activity area activities, material delivery and other work, as an important assessment standard for teachers, from the system to limit teachers to do a good job in the kindergarten activity area material delivery behavior, so that the material delivery system to follow, do a good job in this work has a good incentive system guarantee.

Regional activities are now relatively common in kindergartens. We have issued a lot of policies to ensure the completion of this activity. Although there are still deficiencies in the actual operation process of kindergartens, there are also many practices for reference. By presenting the common problems existing in the release of activity materials in a kindergarten area, we put forward targeted suggestions, hoping to inspire the release of activity area materials in other kindergartens, so as to prepare for the progress of the release of activity materials in the kindergarten area in the future activities.

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