

Preschool Education Teaching Methods Based on Children's Psychological Characteristics

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Abstract: Early childhood education is the key to promoting the growth of children's physical and mental health. Its education includes multiple levels. Among them, the cultivation of young children's self-confidence has an important impact on young children and can change their lives. Preschool children have a strong curiosity, rely on teachers and are very enthusiastic about the psychological characteristics of play. This article researches the preschool education and teaching methods of the psychological characteristics of the children, and proposes a study of preschool education methods based on game activities. This article sets up a control experiment to verify the reliability of the method proposed in this article. In addition, the method of questionnaire survey invites parents to participate in the evaluation of the method proposed in this article. The research in this article found that after an experimental period, the children in the experimental group have greatly improved their cognitive abilities, development of movement and listening comprehension, and their evaluation grades have reached A grade. In addition, parents are very satisfied with the game teaching method proposed in this article as high as 96%. The research in this article will provide a good paradigm role for the study of teaching methods for preschool education.

1. Introduction

In China's current preschool education, various forms of preschool education are emerging in various parts of the country. However, there are many forms of preschool education, each with its own advantages and characteristics, but each has its own deficiencies and problems. People have different levels of understanding of preschool education and their starting points are different. Some parents are busy working and have no time to educate their children. They must allow children to enter preschool education institutions earlier. They hope that children can get in touch with school life, collective life, and adapt to collective learning and life in advance. This is conducive to children's strong independence and self-care ability in the future. Improve the development of children's comprehensive quality. Admittedly, preschool education does play a very important role in a child's life. However, the teaching methods and forms of preschool education are more important. Whether the teaching form is vivid, whether it can attract children's attention, and whether it is conducive to children's learning and development. At present, the educational concepts of families and schools are not very consistent, and the standards of education management of children are not uniform. This is one of the reasons for the current unsatisfactory preschool education.

Young children are a special individual, and their psychology is very different from that of adults. Kindergarten teachers must recognize this problem and clarify the psychological characteristics of young children before they can start teaching [1-2]. Children's psychological characteristics are lively, active, curious, poor abstraction, strong imitation, and free behavior. There are many studies on the development of targeted guidance programs based on the specific conditions of young children's psychological characteristics, but how to combine theoretical guidance programs with

actual teaching, combine theoretical results with practical experience, and work hard on young children's psychological construction to create a child that meets them. The educational environment of psychological characteristics, combined with the children's actual life, deepen the children's psychological state, and create a correct psychological practice education course for them. It is a difficult problem for every dedicated psychological education educator. The characteristics of preschool education and teaching methods are of great significance to solve this problem [3-4].

Aiming at the psychological characteristics of young children's curiosity, this paper proposes a study of preschool education and teaching methods based on game activities. This article first discusses the importance of preschool education for preschool children. It explains the role of games in preschool teaching activities for children, clearly elaborates the importance of preschool education for children, and makes corresponding correct teaching strategies for various problems in related preschool games. In order to improve the method of games in children's preschool teaching activities, and ensure the quality and efficiency of children's preschool teaching. This article sets up a control experiment to verify the reliability of the teaching method proposed in this article, and invites parents to participate in a questionnaire survey to evaluate the teaching method proposed in this article.

2. Proposed Method

2.1 The Importance of Preschool Education for Young Children

2.1.1. Preschool education has an important influence on the development and improvement of children's cognitive ability

Early childhood preschool education is the fastest developing stage for students' self-cognition ability and corresponding learning ability. Students may continue to grow and develop. Children in this period have many possibilities for development [5]. Because we need to make full use of our own cognitive ability to improve children's cognitive ability, make full use of children's human and material conditions, and provide children with a good educational environment [6]. The quality of pre-school education is related to all aspects of children's learning habits and ability in the future. In order to ensure that children develop good learning motivations and habits, parents and teachers will provide children with more positive aspects of understanding and learning, while also creating a good preschool education environment for children, training them to form good learning habits, is conducive to Children's future learning and personal development.

2.1.2. Preschool education has an important influence on children's personality, social formation and development

Early childhood is the starting point for children's own socialization. This is a critical period for children to learn. It is a period of gradual formation and development of social personality under the influence of acquired social environment and other factors. This is also the beginning of some basic emotional stages [7-8]. At present, more accurate and appropriate preschool education can enable students to have better interpersonal skills. Preschool education requires children to have a relatively good sense of responsibility and self-confidence.

2.1.3. The impact of preschool education on the formation of children's self-awareness

Preschoolers need adult education and guidance, and this understanding includes self-subjects and emotions. In pre-school education, it can guide students to form self-awareness and make clear the differences between themselves and others. As a result, they developed a sense of self-subjectivity [9-10]. At the same time, in education, through the use of educational methods, children are made aware of the emotional changes of themselves and others, and they are made aware of their abilities.

2.2 Preschool Education and Teaching Methods Based on Game Activities

Game teaching is a teaching method commonly used in children's preschool teaching activities.

Aiming at the existing problems of game teaching in domestic preschool education, we can flexibly formulate corresponding correct teaching strategies [11]. Optimize the game teaching program in preschool teaching activities, make children receive scientific and reasonable teaching in preschool education, fully develop children's thinking methods and physical fitness, stimulate children's interest in learning, and cultivate children's practical skills.

2.2.1. Significance of gamification teaching

Early childhood is a very important period in the growth of children, and it has a great impact on the development of children's learning ability [12]. In children's education, interest is the source of children's active participation in active learning. Only by ensuring that students are interested in things, can they continuously improve children's subjective initiative and children's comprehensive ability. From the perspective of comprehensively improving the quality of kindergarten education, a gamification construction project for kindergarten curriculum was formulated [13]. In the traditional preschool curriculum education process, the problem of curriculum gamification has not been mentioned. In traditional early childhood education, lessons and games are mentioned separately. When they are combined, everyone will have different ideas. Therefore, in the actual application process, it is necessary to carry out the concrete practice of gamification from the perspective of children, from the perspective of children's experience, from the perspective of children's physical and mental development and learning characteristics. Through the gamification of the curriculum, it promotes the development of the curriculum gamification project, which aims to promote the autonomous development of children, improve the level of teacher curriculum construction, and improve the level of curriculum practice. By improving the level of curriculum construction and curriculum practice, the overall quality of kindergarten education is improved. In fact, kindergarten curriculum should be gamified, and kindergarten education should be gamified.

2.2.2. Problems in gamification construction in kindergartens

With the development of the economy, the scale of early childhood education everywhere has suddenly expanded. The teaching method has also become a competitive method among the major kindergartens, and the game teaching method is a widely used method in infant teaching [14-15]. However, there are many problems in many game teaching applications. First, the teaching content of some children's teaching companies is not new. Due to the factors of teachers and management level, kindergartens have not made corresponding adjustments to the teaching content, the content has been fixed for a long time, and it lacks attractiveness, making it impossible for young children in the teaching process. Be effectively attracted to focus attention on the classroom. Secondly, the teaching of some early childhood education enterprises is vague, dull and boring. The children's creative thinking is not well mobilized, and the children's manual brain abilities cannot be mobilized, so that their knowledge development is relatively lagging behind. Third, the teaching level of kindergarten teachers needs to be improved. In early childhood education, the qualification management of kindergarten teachers is relatively not strict. The teaching methods are too solid, the teacher's training level of teachers is not balanced, and the teachers' experience in game teaching is insufficient, which leads to the inflexible way of game teaching in teaching activities, which is not good for the development of children's physical and mental education.

2.2.3. Optimization strategies of games in preschool teaching

1) Placing personalized game materials in the teaching area to mobilize children's interest in learning

The mode of children's acceptance of knowledge is actually the form of "play". Set up a wealth of game teaching materials in preschool places. Changeable geometric shapes, rich colors, and strong intentional shapes. Interspersed with scientific right brain development memory pictures and templates. Teachers should be student-centered and use long-term methods to guide children to express their ideas spontaneously and to open children's thinking. For example, set up large jigsaw puzzles and dynamic puzzles in the toy area of the kindergarten. In the children's outdoor game classroom, under the guidance of the teacher, a cooperative jigsaw puzzle and Rubik's cube

combination can be carried out to allow the children to mobilize the students' game initiative under the huge visual stimulation of shapes and colors.

2) Stimulate children's imagination and creativity through literary models

Art is the initiator of inspiration. According to the children's interests and intentions in games in preschool education, corresponding art courses are provided. Music and art are subjects and content that children are more interested in. Find the intersection of music and art in the direction of children's curiosity and lively habits. Focus on developing children's visual and auditory art senses. Reasonable teaching methods using sound effects, coupled with children's familiarity with the teaching material of magpies, fully and effectively enable children to learn actively under the influence of art. For example, set up a music song solitaire game in teaching activities to exercise children's pitch and collaboration skills.

3) According to the actual situation, strengthen the training of teachers' comprehensive ability. According to the actual situation of kindergarten teachers in preschool education enterprises, we will formally inspect the teaching level and personal qualifications of kindergarten teachers to ensure the quality of teachers. Observe real-time on the teacher's game classroom and game organization ability. Supervise the work ability and teaching appeal of preschool teachers. At the same time, teachers are required to have flexible game thinking so that children's enthusiasm and teaching effect can be fully mobilized.

3.Experiments

3.1 Experimental Design

The research object of this article is a total of 50 students in two small classes of a kindergarten, 25 in each class. In both classes, the ratio of male and female children is the same, basically 2: 1, and the age is about the same, both are 3 to 4 years old. Young children. Set a small class as a control group for conventional kindergarten education; a small class 2 as an experimental group, carry out the game-based preschool education and teaching method proposed in this article, and incorporate the teaching concept of letting children learn while playing and learning while playing . The experiment cycle is one semester. During the experiment, the daily state of the children in the two classes is actively recorded and analyzed.

3.2 Questionnaire Survey

Parents are invited to participate in the survey. Parents in the experimental group will be sent a questionnaire to ask parents' opinions and suggestions on the teaching methods proposed in this article. A total of 25 questionnaires were distributed in this questionnaire, and 25 valid questionnaires were recovered. The questionnaire recovery rate and effectiveness were both 100%.

4.Discussion

4.1 Analysis of Experimental Teaching Results

After the end of the experimental period, the children in the two classes are evaluated. The evaluation levels are divided into three levels: A, B, and C, which represent excellent, good, and average. The finishing results are shown in Table 1.

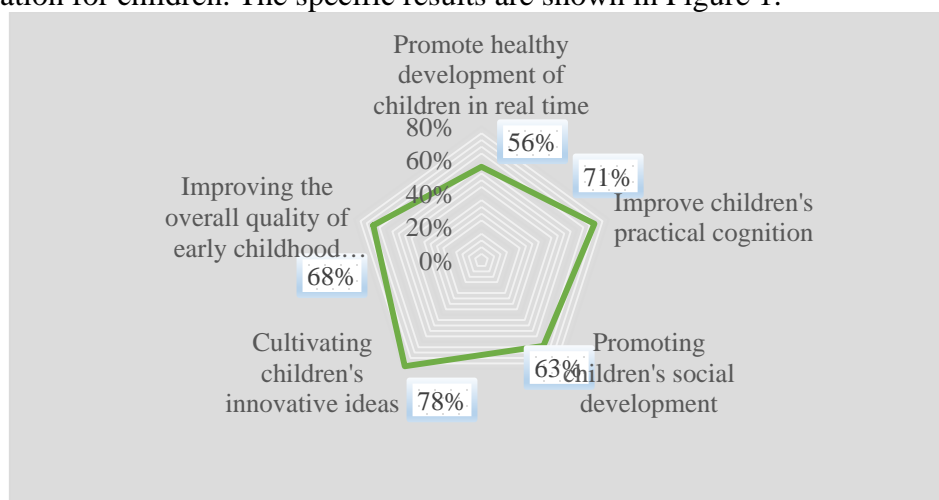
Table 1. Evaluation results of children in two classes at the end of experimental period

Control group			Experience group		
	Before experiment	After experiment		Before experiment	After experiment
Separation anxiety improvement	C	C	Separation anxiety improvement	C	B
Cognitive ability of things	C	B	Cognitive ability of things	C	A
Self-care ability	C	C	Self-care ability	C	B
Movement development	C	C	Movement development	C	A
Listening comprehension	C	B	Listening comprehension	C	A

It can be seen from Table 1 that after an experimental cycle, the children in the experimental group are better than the children in the control group by more than 1 level in all aspects. Among them, the evaluation of things' cognitive ability, movement development and listening understanding are the best All reached A rank. This shows that the method proposed in this paper is feasible.

4.2 Analysis of Survey Results

After the end of the experiment cycle, a questionnaire was sent to the parents of the students in the experimental group to ask parents' opinions on the proposed method, and the results of the questionnaire were collated and analyzed. Among them, 96% of parents are satisfied with the method mentioned in this article. This part of parents think that games play an important role in preschool education for children. The specific results are shown in Figure 1.

**Figure 1.** The main role of games in preschool education

It can be seen from Figure 1 that parents believe that games play an important role in preschool education for children. The most obvious role is to cultivate children's innovative ideas. In addition, they can also promote the healthy development of children in real time and improve their actual recognition. To promote the social development of children and improve the overall quality of early childhood education. According to the results of the questionnaire survey, the proportion of each part is as follows: Real-time promotion of children's healthy development accounts for 56%, improvement of children's actual cognition accounts for 71%, promotion of children's social development accounts for 63%, and training of children The proportion of innovative ideas is 78%, and the overall quality of early childhood education is 68%.

5. Conclusions

Young children have strong curiosity and playful psychological characteristics. The game itself is a very pleasant activity content, which not only largely meets the needs of young children's growth, but also caters to their age characteristics. This article proposes preschool education and teaching methods based on children's psychological characteristics, and verifies the reliability of the method by setting up control experiments. In addition, parents are invited to participate in questionnaire surveys to evaluate the method proposed in this article. The vast majority of parents are satisfied with the method proposed in this article, and feel that the method proposed in this article is very suitable for the psychological characteristics of young children and is highly desirable. The findings of this article provide a good reference for the study of preschool education.

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