

Action Research on the Training of Children's Planning Ability with Game Experience as the Carrier

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Abstract: The cultivation of children's planning ability is one of the requirements in the Guidelines for Kindergarten Education of the Ministry of Education of the People's Republic of China (Trial). Games are the main way of learning for children. Making game plans independently can effectively improve the initiative of participating in activities. In order to better cultivate children's planning ability with game experience as the carrier, the research group selected the senior class of kindergarten for action research. Through "investigation" and "reflection", the research group found many problems in the cultivation of children's planning ability. Then, guided by "problems", we set up an environment and atmosphere for children to plan independently. By taking "graphic illustration" as the breakthrough point, we can promote children to implement game plans independently. This study provides a reference for kindergartens to improve their planning ability.

1. Introduction

"The Ministry of Education of the People's Republic of China. Guidelines for Kindergarten Education (Trial)" clearly requires: "Provide opportunities for free activities, support children to choose and plan activities independently, encourage them to solve problems through multi-faceted efforts, and never give up trying to overcome difficulties easily"[1]. Plan in this paper refers to children's event arrangement and behavior choice to achieve a certain purpose. Plan includes children's specific thinking about what to do and how to do it, and a method and sequence steps formed in the mind. Children learn to make plans by themselves, constantly enrich and adjust plans, and even form a certain idea of activity design, which is an indispensable experience for development. Planned work helps them develop good learning and living habits. As an important learning quality for children, planning can make children do things more organized, and also make their future growth road more clear.

"As supporters, teachers should create targeted and appropriate supportive environment for the improvement of children's planning ability, supplement children's planning experience, encourage children to boldly try plans, and assist children to develop corresponding activity plans, so as to promote children to develop good planning awareness and habits"[2]. "The ability to plan is not something a child is born with, it needs to be developed specifically as he or she grows up, and it needs to be developed throughout play"[3]. In order to better cultivate children's planning ability,

the research group (hereinafter referred to as the "Research Group") of 2022 Preschool education and teaching Research Project of Zhangzhou Economic and Technological Development Zone of Fujian Merchants Bureau, "Action Research on Cultivating Large Class Children's Planning in Experiential Activities", hereby design the "Game Plan". "Game plan" is the idea and arrangement of the game that children are going to carry out. It requires the children to record the time, materials needed and other steps and methods in the way of representation. It is also an action plan to help children form the results of the game process in their minds.

2. "Reflect" on the Current Situation of the Game, Wake up the Chain of Experience Thinking

Previous research has found that self-regulated play planning "significantly improved the planning ability of six-year-olds compared to four-year-olds"[4]. To this end, the research group selected the kindergarten class for action research. Before the research, the research team conducted detailed surveys, observations and interviews with the children of the research subjects. The present situation of children's games was found, and the research members were organized to reflect on it. The following problems existed in the development of games for children in senior class.

2.1. Issues of "Materials" and "Partners" in Early Childhood Planning

The placement of materials will affect children's game planning. Children's activities are based on games, and many games cannot be developed without the support of game materials. Research shows that the use of one-time delivery and batch delivery compared to the way, children's planning is more obvious, this may be because from the time span, a one-time selection of their own materials and children to make plans for a short time interval, children can also remember what they want before the material is more clearly.

When young children are making plans, their peers influence their planning. The overall planning level of early childhood is low. When children do not know what to plan to do and what materials to use, if the partner next to them starts to plan, the child will be stimulated and often do similar plans with the partner. Children themselves have the characteristics of good imitation, peer stimulation is an important factor affecting children's planning.

2.2. Drawing Skills of Children in Drawing Plans and Tables

Children's pictorial representation ability will directly affect their game plan formulation and presentation. For children who like painting and painting, the use of pictorial representation is conducive to the development of plans. On the contrary, children who do not have the basis of painting will affect the development of the whole plan and even have a sense of frustration.

2.3. "Reflection" and "Experientialization" after the Implementation of the Early Childhood Plan

Children have a vague concept of "plan". They are not clear about what is a plan and what is the use of the plan made. Individual children do not understand the concept of "plan", do not understand the role and function of the plan, how to develop? In what form? Individual differences are one of the factors that influence children's planning.

3. Create a "Problem" Entry Point That Provides a Game-Planning Environment

3.1. Open Question Oriented

Through open questions, children are helped to understand the content of the game plan, establish the correlation between the plan and the action, and initially form the consciousness of making plans before the game. Consciously ask children what they want to play, where they want to play, with whom they want to play, and ask them questions or repeat them according to their preliminary plan, so that children can have a simple plan for the game activities. "The acquisition of children's relevant experience is the foundation and prerequisite of the childhood plan, on which children can better achieve the expected purpose and complete the plan".

3.2. Encourage Children to Make Their Own Choices

Let children make choices and develop their sense of autonomy. There are individual differences in the collective. For children with weak ability, they cannot put forward their own opinions on common problems. When it is observed that individual children have no way to start or do nothing in the game, preschool teachers can use the method of "selective planning" to help children gradually establish self-awareness. Alternative plan is to put forward two suggestions for children to choose when they have no ideas of their own. In the last semester of senior class, there was a happy town activity that children looked forward to most. With the help of teachers, students independently opened 13 venues, including water slide, water basketball, water drift, water fight, water painting..... After discussion and design of the whole activity, children in the big class are provided with different choices and gradually establish the consciousness of doing things in a planned way.

3.3. Rely on a More "Open" Game Planner

The plan sheet is one of the main ways that most big class children are playing the game plan, which varies from person to person. Each child presents the plan sheet differently, including paste type, tick type, fill in the blank type and corresponding type. There are not only forms to break, but also different styles. Interact effectively. To make the game planner more open! Whether vertical or horizontal, the game planner should think from simple to complex, layered and varied.

4. Promote the Implementation of the Game Plan through the "Graphic" Breakthrough

4.1. Take Game Planning as the Carrier

"Mind mapping helps children to think and express. First of all, the plan includes the design of the final result and the preparation of the required materials. It does not require children to be able to cover everything, but focuses on the cultivation of children's planning ability and encourages children to put forward different and feasible project results design scheme"[5]. Our research group introduced mind mapping method to guide children to make plans. Children learn to use the diagrams in the game plan table to establish the consciousness of written plan, and independently draw: date, name, companions, tools, how to play and so on. Before making the game plan, children will think: what game to play, where to play and with whom to play? What material do you plan to use..... Can I play today's game alone or do I need to team up? How does one play? How do you play in a team? When children's discussion takes shape, children are encouraged to record and

display the common designs and ideas of group members in their own way, so that all participating members can understand the plan and start to implement their own actions according to the plan.

First of all, listen to the children's game plan, the big class children have enough independent space to think, to explore, to innovate, to focus on the development of the game. Secondly, helping children with grooming what are you thinking today? What to play first? What to play after? Do you have any good ideas. Finally, children are encouraged to express themselves boldly, to tell a complete story of their own game plan, and to put forward their own ideas in the process of listening to their peers' game plan. Children are encouraged to sort out, conclude, refine and implement after thinking collision with their peers, so as to boost the effectiveness of the implementation of the game. The form of children's game plan is relatively simple, and there are similar problems in most children's game plans. How do teachers guide the diversification of children's planning? What about making a game plan that suits your children?

4.2. Focus on Implementing the Game Plan as a Breakthrough

How to look at the changes in the plan to encourage children to express their own opinions, if the children's plan is within the scope of operation, as far as possible in accordance with the children's plan to do things, so as to help children to check whether their plan is appropriate, whether the preparation is comprehensive, whether the time arrangement is reasonable. We can learn from the experience of activities, make reasonable adjustments, and gradually master the ability of scientific planning through trial and error. Children will improve their own schedule in a summary of experience, make it more reasonable, and then gradually discover the relationship between time and personal ability, feel the combination of plan and reality.

First of all, individualized games. In the process of making game plans, it is difficult to ask individual children to plan detailed game process, because the plot and content of the game will change with the development of children's interest in the game process. For example, when children play construction games, they are likely to use the constructed structure to play character games. While playing barbershop, he may well have switched from washing his hair to acting. Preschool teachers need to grasp the interest points in children's games and activities, and keenly capture the children's interest in building houses recently. They can provide material support and experience foundation, take them to visit the surrounding typical buildings of different styles, and analyze the appearance and structural characteristics of these buildings. And formulate the corresponding construction plan and add appropriate auxiliary materials in the plan to create conditions and opportunities and conditions for the development of children, meet the needs of children, so that children's game activities more educational value.

Secondly, peer cooperation is more effective in making plans. Big class children have a certain ability of cooperation, prefer challenging games, in the individual differences between strong and weak group cooperation is more effective implementation. For example, Xiamen University Jiakeng College Kindergarten senior class children experience game activities: "Punching My Time for Military Training", senior class children plan to participate in military training activities, therefore, teachers use extended questioning to help children better group cooperation to make plans, extended questioning refers to on the basis of children's existing ideas, put forward new malleable questions or suggestions, support children to carry out a more in-depth plan. Who do you want to team up with? When and where do you want to take part in military training? Who is invited to direct military training? What materials should I prepare? Safety precautions of military training.....

Finally, provide an environment of role models and persistence. Providing a model environment so that children can often perceive the orderly environment, giving play to the subtle influence of

home cooperation, is the premise of cultivating children's planning, and cultivating children's persistence is the focus of the implementation of the plan.

5. Conclusions

The teaching work on the improvement of children's planning ability has attracted the attention of many children experts, and we have gained a lot of experience. "As long as teachers can give children time to make plans, and for different stages of children's age, cognitive experience and learning characteristics do a good job of support and guidance, at the same time, let parents in family life with teachers to pay attention to and support children to develop all kinds of family life and learning plans, timely give children affirmation and encouragement, seize the critical period of early childhood development plan ability, The planning skills of young children are bound to improve continuously"[6]. However, the research group also made some exploratory attempts on how to more clearly and concretely evaluate the improvement level of children's planning skills in the game process.

The evaluation system provides a map of the child's development trends and abilities based on real observations of the child. Keep track of the game through the above games, and use sharing to interact: "What game was played? What materials are used? How to play? How can it be adjusted? At the same time, children are affected by some external factors during the game. For example, in the game Science inquiry "Hand Shadow Change Change" game, Han Han suddenly finds her good friend Lele to play the performance game with her. So according to the situation, do not affect the overall situation under the premise of timely adjustment, flexible implementation of the plan, to help children establish confidence to do things.

What didn't you do that you planned to do today? Why didn't you do it? What are you wasting your time on? Again through the process of "planning-implement-retrospection-readjusting-re-planning", to help children gradually develop the planning of doing things. In addition, different colors of pens can be provided during the game. When the children's plan changes, children can be guided to modify and adjust the original plan with different colors of pens in time. The adjustment is based on the quick adjustment of simple symbols, which can guide children to refer to or adjust the original plan, develop new plans, and better play the game.

"White space" is enough elastic space to build an open and diversified schedule. According to children's interests, timely diversification, co-creation and interaction, deep support will lead to diversified independent learning and exploration. Appropriate "white space" can support and stimulate children's creativity, decision-making ability and original thinking, and "white space" provides unlimited possibilities for children's growth.

After about a year of exploration, tracking and experiments, the research group found the main path and method of cultivating children's planning ability with games as the carrier. As the ancients said, "Forewarned success, unforewarned failure." Starting from the "children standard", the teaching concept of "children in front" is put forward. For children, the concept of time, the order of doing things, the judgment of the difficulty of events will affect the formulation and completion of the plan. Analyze the reasons behind children's inability to "do" and "use" plans, improve their ability to analyze problems, and sort out relevant guidance strategies to better play the role of game plans. In the process of "plan - implementation - review", the initiative, planning and efficiency of children's game activities should be enhanced.

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