Diagnosis and Optimization of Teachers' Educational Behavior in Kindergarten Living Activities

Yan SHI
The Kindergarten of Second Affiliated Hospital, Air Force Military Medical University, Xi'an 710038, China
122367223@qq.com

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Abstract. In the process of organizing and implementing kindergarten living activities, the teachers' inappropriate educational behaviors will cause the educational value of living activities not to be effectively exerted. This article analyzed and diagnosed the teacher's educational behavior during the organization and implementation of kindergarten living activities through some practical cases, and pointed out the main problems. Combined with the guiding principles that teachers should pay attention to in daily living activities, specific improvement suggestions and implementation strategies were put forward.

Introduction

Living activities are an important part of the daily activities of the kindergarten, which run through the day life and play an important role in the overall development of children's physical and mental health. However, in practice, the teachers do not realize the educational value of living activities, and some teachers still regard living activities as a kind of work that takes care of children's eating, drinking, and clothing. In order to help the teachers to discover the educational value contained in living activities, the teachers' education behaviors in the organization and implementation of living activities were analyzed and diagnosed through actual cases in order to continuously optimize the teachers' education behavior, which would effectively promote the development of the children.

Analysis and Diagnosis of Teachers' Inappropriate Educational Behaviors in Children's Living Activities

Ignoring Children's Subject Status in Living Activities

Case 1: In the link of washing hands in big class

There were a few children playing with their friends while washing their hands. After seeing it, the teacher immediately said, "Can you play with water when you wash your hands?" The child replied, "No!" After a while more children started secretly playing with the water. The teacher said, "What's going on? How many times have I told you that you can't play with water when washing your hands, why can't you remember?" The children lowered their heads after hearing that and quickly washed their hands and returned to the classroom.

Analysis: In the above case, the teacher only relied on instructions when organizing the washing of children, and required the children to abide by the rules when washing their hands. When the children did not comply with the conventional requirements, the teacher only managed and stopped them. She did not analyze the reasons for the problems, nor did she consider the children's acceptance and the actual educational effect. Similar problems often occur in other living activities, such as during sleep, when the teacher finds that children are slow to put on and take off clothes, she gets used to helping immediately.
The problems in the above case indicate that the teacher had certain deficiencies in educational behaviors, such as seriously neglecting children's subject status in living activities, excessive management behaviors, and neglecting the cultivation of children's self-management capabilities.

**Lack of Flexibility in Key Points and Strategies of Guidance for Children's Living Activities**

**Case 2: In the link of lunch in small class**

Most children had finished their lunch, but still a few children had not finished eating. After seeing it, the teacher said, "A few of you need to be faster. Those who eat too slowly can't go for a walk." After hearing these words, the children hurriedly put the leftovers in the bowl into their mouths. At this time, Jingjing said, "Teacher, can I not eat fungus?" The teacher said, "No, you have to eat all the food before you can be a good child." After hearing these words, Jingjing's small face showed a sad expression.

**Analysis:** In the above case, in the process of organizing the meals for the children, the instructional guidance for the children was only to ask for big mouthfuls and not to leave any meals. The guidance strategy was just simple language encouragement. Neither the physical and mental development characteristics of children nor the individual differences were taken into account. For children who eat slowly, there was no observation and analysis of the reasons, and there was no appropriate guidance strategy. The teacher just insisted on eating fast and eating all the food, resulting in that the child cannot feel the pleasure of eating, but instead eating had become a burden for her, which was not conducive to children's eating habits and the development of mental health. In living activities, the teachers cannot give proper guidance without considering the differences and levels of the children.

**Lack of Effective Observation Guidance and Interactive Response for Living Activities**

**Case 3: In the link of drinking water in small class**

During the drinking water time of the small class, a few children happily clinked glasses with each other, then took a sip, then clinked glasses again, and then drank it. The teacher saw it and said to them, "What are you doing? You can't play around while drinking water." One child said, "Teacher, we are toasting!" Another child said, "We are drinking!" The teacher said without thinking, "Children should not learn to drink from adults."

**Analysis:** In the above case, the teacher neither observed and analyzed the behavior of the children or listened to the children's response. The teacher did not care what the children were doing or whether they had any special needs psychologically or emotionally. And the teacher only subjectively thought that the children were naughty and didn't drink water well. At the same time, the teacher was not aware of the opportunities for children's learning and development implied in this event, or even if she was aware of this opportunity, but she was still lack of effective response and support strategies.

In living activities, if teachers lack observation of children and are not sensitive to the interactive behaviors initiated by children, it is difficult to make a positive and effective response. Also it is difficult to realize the educational value of living activities to promote the development of children.

**Suggestions for Optimization and Improvement of Teachers' Educational Behaviors in Children's Living Activities**

In order to correct "nanny-style" educational behaviors in the organization and practice of daily living activities, we have proposed guidelines that teachers should pay attention to in daily living activities, which is able to help teachers to change their educational concepts and continuously optimize their own education behaviors so as to give full play to the educational value of living activities.

1. We should grasp the principle of subjectivity, and give the initiative of living activities to children. Living activities are part of children's life. Returning life to children and making children
the masters of life are important principles that teachers as "guide" and "supporter" should grasp. In living activities, the teachers should respect the physical and mental development laws, learning styles and characteristics of children, create a relaxed and happy living environment for children, and meet the needs of children to gain experience through personal experience and hands-on operation. First of all, from the perspective of children's psychology, the teachers should consider the children's interests and needs, analyze the causes of the problems, and choose the instruction style and guidance methods that are suitable for children. Secondly, it is necessary to create an environment for children to have hands-on experience and operation experience, and provide children with opportunities for self-management.

(2) We should master the principle of randomness and improve random education literacy. There are many valuable educational opportunities in kindergarten life. For example, in the meal link, we can guide children to understand the nutrition of food, not to be partial or picky eaters, and develop good eating habits. In the toilet link, the children can be randomly informed about the characteristics of water, and how to save water, how to wash their hands and faces, how to wipe their noses, and the correct way to clean their buttocks. In the nap link, we should guide the children to learn and master the basic methods of self-care such as wearing clothes and taking off socks, etc. But life is relatively trivial, and the educational value is easily ignored, which requires the teachers to have the quality of random education, be familiar with the age characteristics and development needs of children, be good at seizing valuable educational opportunities, and be able to give appropriate educational guidance strategies.

(3) We should pay attention to the principle of difference, adopt different guidance strategies for age and stratification. In the organization and implementation of living activities, the teachers should pay attention to the individual differences of the children. The first is to develop goals and guidance strategies for living activities in different age groups according to the age characteristics of the children. The second is to develop guidance strategies based on the abilities and personality characteristics of the children of the same age group, step by step. On the basis of fully understanding the children in the class, we should arrange suitable activities for the children with difficulty according to their different abilities. Third, for different living activities, the teachers' guidance points and guidance strategies should be different. For example, the focus of the meal link is on the children to eat warmly and happily, and gradually form a good eating habits; the wash link is to promote the children to remember the procedures and rules of activities, and to make them realize not to play water or waste water. Only by grasping the focus of the activities in each link can the teachers make different links work together to promote the development of children's abilities in day life.

(4) We should implement the holistic principle, blend living activities with learning. Children's learning and development are comprehensive and have holistic laws. Children's learning and development in living activities should also follow this rule, and the development goals in various fields are naturally integrated in children's day life. Therefore, in the specific implementation, the teachers should break the practice of limiting "life" to specific living activities, and emphasize the diversity of ways for children to obtain life experiences. On the one hand, the teachers should pay attention to create rich and diverse living activities for the children, actively and effectively interact with the children, help them to accumulate experience in various aspects, and promote their comprehensive development. On the other hand, the teachers must pay attention not to artificially separate the living activities of each link, and pay attention to the target requirements between each link and the organic integration with other activities such as games and learning.

Conclusion

Huge educational value is hidden in children's living activities. Kindergarten teachers need to learn advanced education concepts, constantly optimize educational behaviors and guidance strategies, and help the children to learn from life and develop.
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References

