

A Research on Harmonious Dialogues with Low Structural Materials in Regional Games for Children

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Abstract: The use of low structural materials can accentuate the characteristics of openness advocated by regional creation. Therefore, when selecting regional game materials, preschool teachers should focus on open and low structures as well as actively and reasonably guide the child's game behavior, so that each child can make full and efficient use of these materials. At the same time, in a harmonious dialogue with these materials, they are given the opportunity to express what they see, hear, feel, and think in their own ways.

Keywords: Regional games; Children; Low structural materials; Delivery strategy

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1. Introduction

The working rules of kindergartens emphasize that when carrying out early childhood education for all-round development, preschool teachers need to regard games as important activities. In regional games, materials play an important role as a bridge for the exploration of learning among children. As the object of children's perception and operation, materials exist in the form of support for children's active experience construction. In terms of characteristics, unstructured materials reflect openness, versatility, and multi-level. The open delivery of materials allows children to achieve more comprehensive goals when they actively act on materials ^[1].

2. Significance of low structural materials in regional games for children's growth

Low structural materials are materials that can be used to innovate diversified forms and rich content games based on children's imagination. Generally, low structural materials are composed of waste materials in life. Regional games are those that are played in areas with certain functions and characteristics. Practice has shown that if teachers only provide ready-made and fixed game materials, they will not stimulate interest among children although the materials are bright and novel. Over a few days or weeks, they will no longer be interested in these game materials ^[2]. Kindergarten students are in the fundamental stage of development and will select resources that are easier and more accessible. Through the organization of children's regional games, many preschool teachers have found that children tend to be more interested in the toys they bring. These toys have clear distinguishing features, such as the fact that they are not ready-made; some of these toys are made by their parents, while others are created by children's imagination. These toys will keep children's interest for extended periods of time, and some may even entice children

to gather around and play with these materials together. In short, it can be said that using low structural materials in regional games attracts children's attention and enhances their imagination as well as creativity [3]. Consequently, these games will also be able to continue to emphasize their values. Therefore, the issue of how to adopt flexible and efficient use of low structural materials to promote the development of regional games, and at the same time, aid children to receive esteemed training in the development of regional games has become a very important research content in the field of early childhood education [4].

3. Realization of harmonious dialogues between children and low structural materials in regional games

3.1. Considering the personality traits of children in the selection of low structural materials

As young children lack strong cognitive abilities and have weak physical development, they are unable to successfully defend themselves during games. When selecting low-structure materials, it is not only crucial to consider the psychological and physiological characteristics of children, but also to guarantee that the gaming materials are both attractive and educational. Preschool teachers should ensure that the materials used contain a particular amount of game content. Materials cannot be differentiated, thus all them should be delivered into the region. However, materials should be released in batches and stages to ensure the timeliness of updates and to fully comply with the law of delivering from shallow to deep [5]. Teachers should ensure that all children participating in the game have a new experience each time they participate, in order to sustain their enthusiasm [6].

In kindergarten, children are generally between 3 and 6 years old. Even if the age gap is only one year at this stage, their physical build varies significantly. Therefore, preschool teachers should never "cut across the board" when using low structural materials in regional games, but instead, achieve a comprehensive and effective combination with the children's age and actual development level [7]. For instance, for children of a younger age, teachers need to ensure easy operability, portability, and safety when selecting low structural game materials; for middle-class children, the materials should be mainly building blocks and paper cutting [8]. These game materials are clearly beneficial for children's core muscle group exercise and physical coordination. For higher level children, when selecting low structural materials, teachers should focus on the stimulation of children's creativity and thinking ability [9].

3.2. Ensure the effectiveness of low structural materials and provide reasonable guidance to children

For preschool teachers, reasonable and effective preschool guidance is very important. Teachers need to adopt effective methods to ensure that every child sustains enthusiasm in the participation of regional games and avoid negative phenomena such as wasting time. In regional games, low structural materials assist teachers, making them more targeted in providing guidance for the children [10]. The game mode is not fixed, thus enabling teachers to provide better guidance, build a richer and more selective game environment, as well as encourage children to play games in conjunction with their own thinking mode, in order to achieve the goal of "teaching according to people."

It should be emphasized that in the actual teaching process, children's use of low structural materials may have some unexpected outcomes. At this stage, preschool teachers need to provide reasonable guidance to encourage children to effectively express their emotions. For example, in the process of making "plants" with waste materials, children may forget the aesthetic qualities of plants and are unsure of what to do [11]. In this context, teachers need to encourage them emotionally and help them recall the qualities of the "plants" they wish to make through words, so as to bring about the acquisition of more valuable information during the activity [12].

3.3. Clarify the theme of regional games and low structure materials to stimulate children’s subjective initiative

The environment of regional games is more relaxed and free than that of classroom teaching. Diversified forms of activities and rich game materials will be able to meet the differentiated needs of children in their development process ^[13]. Obvious integration and directivity can be appreciated from the perspective of the characteristics of the themes. Taking effective measures to integrate theme activities into regional games can well mobilize children’s interest in games ^[14]. Under the planned and organized guidance, children will be able to better carry out autonomous learning through their involvement in regional games and have a harmonious dialogue with low structural materials, thus improving the effectiveness of regional games and low structural materials. For example, for the delivery of low structural materials in the field of art, teachers can use the theme of “transportation.” In this context, children can collect cans, cartons, or other materials to create DIY transportations based on the theme in a relaxed and pleasant environment, which will effectively stimulate their subjective initiative and enhance their interest in games ^[15]. In another example, considering the various uses of plastic wrap paper tubes, teachers can employ the theme of “I’m a little singer.” In this activity, children can collect plastic wrap paper tubes to use them as microphones, and then sing with friends during the regional game. Not only that, paper tubes can also be used in other ways ^[16]. With the theme of “telephone,” children can use two plastic wrap paper tubes attached with wires and try to communicate with each other during the regional game. These games pique their interest and have a favorable impact on the stimulation of their positive initiative ^[17].

Low structural materials, regardless of the type, should exhibit some challenging characteristics. Preschool teachers should consider how well these materials can integrate with the theme of regional games when using them. Based on the themes, children can have better understanding of low structural materials and enhance their creativity during regional games. Given that the types of materials will have an impact on children’s enthusiasm, teachers can also take part as participants and play with them, thus mobilizing their enthusiasm in the interaction with game materials, minimizing the uncertainty in regional games, and preventing injuries ^[18]. At the same time, teachers can use suggestive language to guide children, encourage them to think creatively, and bring the entire regional game “alive” through children’s creation ^[19].

4. Conclusion

Low structural materials, in general, will not impose too many restrictions on children’s game play. They may be able to create harmonious dialogues with these materials based on their own interests and with full imagination, giving them special importance. However, the issue of how to use low structural materials is actually a challenge for preschool teachers. Teachers need to observe and analyze the dialogues between children and materials as well as select appropriate materials on this basis, so that children can realize “learning by playing” and “playing by learning” in regional games ^[20]. Only in this way can low structural materials become an important part of regional games and the key for children to explore the world.

Disclosure statement

The author declares no conflict of interest.

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