

Research on Teaching Strategies of Kindergarten Nature Education Course for Preschool Education Majors in Colleges and Universities

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Abstract: Nature education program is an essential teaching content in kindergarten, which is not only conducive to enhancing children's knowledge of the natural environment and awareness of protection but also cultivating their exploratory ability. As the future practitioners of kindergarten education, preschool education majors in colleges and universities are now actively exploring the implementation strategies of kindergarten nature education programs and innovating the construction method of nature education programs, which not only directly affects the high quality of their future teaching work, but also helps to promote the cognitive development of young children and the enhancement of their practical skills. Based on this, this paper outlines the teaching strategies of a kindergarten nature education program from the perspective of letting young children get close to nature, discovering nature, and other aspects of preschool education majors in colleges and universities.

Keywords: College preschool education majors; Nature education program; Teaching strategies

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1. Introduction

The core of the kindergarten nature education program is to guide young children to understand and learn about nature through hands-on experience or observation, which can enrich young children's cognition, increase their insights, and promote their learning and growth in practice. Therefore, to better radiate their educational energy in the future kindergarten education, college preschool education majors should actively explore the implementation of the nature education program, master the educational teaching methods, and be able to combine with the actual learning situation of young children to build a highly efficient learning environment, which will help young children's sustainable and comprehensive development.

2. Teaching values of kindergarten nature education courses for preschool education majors in colleges and universities

2.1. Cultivating young children’s innovative thinking

The growth of everything in nature has infinite mysteries and possibilities, guiding young children to approach, observe, and explore nature can effectively stimulate their curiosity, prompting them to experience the magic and mystery of nature. This process of exploring the unknown is the process of sprouting innovative thinking. In this process, creative nature education activities can be designed to effectively guide young children to discover, analyze, and solve problems, which can effectively promote the development of young children’s innovative thinking ^[1].

2.2. Enhancing young children’s practical skills

The kindergarten nature course is a practical course that requires children to learn knowledge through hands-on experience and operation, which is more likely to enhance children’s motivation and enthusiasm for learning than simple classroom lectures. Given this, in practical education, we can actively organize practical nature education courses for young children to operate and explore independently, which not only enables young children to learn relevant scientific knowledge but also improves their practical hands-on and operational skills, providing a solid guarantee for their sustainable development.

2.3. Cultivating young children’s awareness of environmental protection

In the implementation of kindergarten nature education courses for preschool education majors in colleges and universities, young children will come into contact with a lot of knowledge about ecological protection and sustainable development, recognize the impact of human activities on the environment, and then give them effective guidance, which can promote young children to generate a sense of responsibility for protecting the environment and caring for nature from childhood ^[2]. At this time, some meaningful nature education activities can be organized to allow young children to experience the importance of environmental protection in practice and form good environmental habits.

3. Teaching strategies of kindergarten nature education programs for preschool education majors in colleges and universities

3.1. Allowing young children to get close to nature and feel its beauty

To effectively carry out the nature education program in kindergarten education, college preschool education majors should lead young children to get close to nature and feel the beauty of nature. Specifically, the educational practice, should grasp the “six-one” teaching methods, respectively, look, listen, taste, smell, talk, and play, through the vision, taste, hearing, smell, and other multi-sensory, as well as physical movement, to understand the charm of nature. This is an important way to promote the implementation of the nature education program in kindergartens, effectively helping young children explore and experience nature ^[3].

For example, based on the theme of “close to nature, feel beautiful,” we can design a “park exploration” nature program, but it must be carried out under the premise of ensuring the safety of young children and following the “six-one” strategy. First, we can organize visits to nearby nature parks and let young children carefully observe the form of trees, the color texture of leaves, the activities of small animals, as well as small rivers, etc. Through the observation of the nature of grass, trees, animals, and water, children can discover the diversity of the natural world and the miracle of life, and effectively cultivate their power of observation and

thinking. Secondly, a quiet open space in the park can be chosen for children to sit on the ground, close their eyes, listen carefully, and perceive the surrounding sounds, such as the rustling sound of the wind blowing through the treetops, the birds' twittering sound, etc. In this process, children can feel the rhythm and rhyme of nature with their hearts, and strengthen their auditory perception and emotional experience ability ^[4]. Subsequently, under the condition of ensuring safety and sufficient washing, children are to taste the fruits of nature, and knowledge of fruit cultivation and growth can be shared for them to fully understand the relationship between food and nature. Next is the element of smell. The smell is one of the most primitive human senses and can evoke deep emotional memories. In the implementation of kindergarten nature curriculum, children can be guided to smell the aroma of different plants, such as the freshness of trees and the fragrance of flowers, to have a deeper feeling of the charm of nature and exercise their olfactory sensitivity in their olfactory experience. After experiencing a series of sensory experiences, children can be encouraged to express their feelings and thoughts about visiting the park, such as sharing what they think is the most interesting thing or describing their favorite natural scenes, which will enhance children's linguistic expression and improve their understanding and love of nature through tender language communication. Finally, interesting nature course game activities can be organized, such as letting children collect natural objects in the park to complete a nature puzzle together so that children can learn and understand nature knowledge in a pleasant atmosphere and exercise their fine workability. Letting children get close to nature and feel the beauty of nature in the nature course can promote their overall development in many aspects ^[5].

3.2. Allowing children to explore nature and promote in-depth learning

In the development of a kindergarten nature education program, letting young children close to nature is only the first step of teaching, we need to pay more attention to letting young children learn more natural knowledge, enrich their inner culture, expand their knowledge of boundaries to establish a comprehensive cognition to lay a solid foundation. At this time, college preschool education students can lead young children to explore nature in educational practice. Combined with traditional festivals, targeted nature education thematic exploration activities can be conducted, which are designed for them to progressively explore the task of leading young children to learn while building cognition, achieve the desired educational goals, and better prepare for the work of preschool education ^[6].

For example, taking the nature education program of "Qingming Festival" as an example, Qingming Festival is not only a natural festival but also a traditional festival in China, and its main customs include tomb-sweeping and ancestor worship, as well as activities like hiking, kite flying, and more. In practice, preschool students in higher education can seize this educational opportunity to organize diversified nature education theme activities, so that young children's deep learning is promoted in the process of exploring nature. In teaching, the topic of festivals can be introduced first; with the help of advanced technical equipment, the cultural significance of the Qingming Festival and some major customs are shown to young children, so that they can build up the cognition that Qingming Festival is one of the traditional festivals in China, which is not only a time to remember the ancestors, but also a good time for spring excursions and hiking, and the presentation of pictures and language explanation helps them understand the cultural connotations of the Qingming Festival. Next, teachers can present children with relevant picture books, such as *Grandma's Green Dumplings*, which tells the process of making green dumplings. In the practice of the nature education curriculum, leading children to observe the illustrations and read the simple text depictions not only enables them to learn about the Qingming Festival but also stimulates their curiosity about nature, which is another

important way for them to learn about the world. After that, children can be led to explore plants. Spring is the season when the natural world is most vigorous, so they can go out of the classroom to observe the growth of plants inside and outside the campus, and record which plants have begun to germinate, which flowers have blossomed, as well as their colors, shapes, and growth rates, to cultivate children's powers of observation and memory, and to let them experience the miracle of life and growth firsthand. Finally, meaningful nature exploration activities can be carried out, such as hiking. Under the guidance of the teacher, children can run and play in the natural environment, breathe fresh air, and enjoy the beauty of spring. They can also make kites together and fly them in an open space outdoors to exercise their hands-on skills and let them feel the power and direction of the wind. This kind of learning method, which centers on the theme of festivals and leads children to explore nature, allows them to learn and experience traditional Chinese culture and develop observation, thinking, and creativity in the process of getting close to nature, thus facilitating the occurrence of in-depth learning in young children ^[7].

3.3. Allowing young children to respect nature and realize the spirit of harmonious coexistence

As a part of the natural world, human beings have the ability to create and build nature based on following the laws of nature. However, no matter how much time has passed and how advanced technology is, it is impossible to completely detach ourselves from the embrace of nature. It can be said that carrying out nature education programs in kindergartens is crucial to the sustainable development of young children, which can not only prompt young children to establish the awareness of respecting and protecting nature from childhood, but also cultivate their ability to care for plants and animals. Given this, when constructing the teaching of nature education courses, preschool education majors in colleges and universities should not only let young children get close to and explore nature, but also let them establish the consciousness of respecting nature, comprehend the spirit of living in harmony with nature, and understand that only through the protection of the natural environment can the sustainable development of human beings be ensured.

First of all, we need to follow the discovery of young children and do a good job of life education. Influenced by the age factor, young children have a strong sense of curiosity and are full of desire to explore everything around them. In the development of nature education programs, teachers should grasp the opportunity for education to carry out appropriate life education. For example, children can grow plants themselves, carry out activities such as "planting cucumbers" and "planting tomatoes," and encourage them to actively participate in plant cultivation, loosening the soil, watering the plants, and experiencing the miracle of life. In the process of children's participation, some plants were affected by a variety of factors and did not survive, leading to some children feeling unhappy and discouraged. In the face of this situation, teachers can follow the children's perception to carry out life education and lead the children to watch some videos or read some picture books, so that the children feel the power of life and produce a sense of awe of nature. Secondly, we need to take care of the environment. Environmental protection is not only a slogan, but also needs active efforts. The nature of a flower and a tree are symbols of life, based on this, teachers can teach simple daily education behavior, such as educating young children to not pick flowers or destroy the plants, but should respect their growth rules, to achieve a harmonious symbiosis of man and nature. Students of preschool education in higher education can set an example for young children when they enter kindergarten work in the future by contributing to the protection of the Earth.

3.4. Allowing children to express nature and show the secrets of nature

Being in a fast-paced modern society, young children have less and less intimate contact with nature, and their understanding and experience of nature are more limited to textbooks or videos. As an important starting point for the growth and development of young children, kindergartens bear the responsibility of guiding young children to explore nature and feel the beauty of nature. Therefore, when preschool education majors in colleges and universities engage in kindergarten work in the future, they should provide more opportunities for young children to enter nature, and join hands with parents, so that young children, accompanied by parents, can express their perceptions of nature more freely, and unveil the secrets of nature together ^[8].

For example, in the teaching of nature education curriculum, a special spring excursion can be designed to encourage parents to put down their cell phones, turn off their electronic devices, and devote themselves to interacting with their children. Young children and their parents can enter nature on weekends, experience and discover nature, and display these precious experiences in a piece of artwork full of childlike innocence and creativity. In the natural environment, parents can let their toddlers run wild and accompany themselves, guiding them to feel and think. Returning home, children can express what they see and feel by painting, using watercolors to depict colorful flowers, or using colored paper to collage lifelike animals, creating a unique interpretation of the beauty of nature. Parents can guide their children when they need help, otherwise, they can quietly admire their children's creative process and enjoy their ability to express the beauty of nature. After that, children can be allowed to bring their works to the class for display and share the secrets of nature in their paintings, effectively colliding learning thinking, so that children learn in happiness and grow in learning.

4. Conclusion

In conclusion, students majoring in preschool education in colleges and universities, when implementing kindergarten nature education courses, should synthesize the actual situation of kindergartens and adopt diversified teaching strategies to promote the effective development of nature education courses. In practical education, young children can be prompted to learn to live in harmony with nature and effectively enrich their learning experience by allowing them to get close to nature, explore, revere, and express nature.

Disclosure statement

The author declares no conflict of interest.

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