



The Creation of Kindergarten Reading Situation Based on the Concept of Multiple Reading

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Abstract: Early childhood is a key period to stimulate children's interest in reading and promote their independent reading ability development. Constructing the overall environment of children's reading education is the premise of effective early reading in kindergartens. Based on the concept of multiple reading, this paper explores a new path for the creation of multiple reading environment, and proposes to pay attention to the construction of reading culture in kindergartens, such as creating a multiple reading situation in kindergarten daily life, games, thematic educational activities and cooperative education of kindergarten and home, so as to promote the harmonious development of children's reading, body and mind, and lay a foundation for children's lifelong learning.

Keywords: Multiple reading; Early childhood education; Environment creation

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The age of 3-6 is the "sensitive period" for the development of early childhood reading ability, and it is also a golden period for cultivating children's interest in reading^[1]. Reading is the process of acquiring effective information from written language materials and constructing meaning. Children reading is different from adults. Therefore, teachers and parents use rich sensory visual stimulation to attract children, for children to create a dynamic, open, diverse, interesting reading environment is particularly important.

1 The implementation path of early childhood reading ability developing

In order to cultivate children's reading interest and comprehension ability, teachers should create life situation and pay attention to high-quality early reading environment. The reading should be carried out in familiar life situations for children with the help of scenes, environment, materials, signs, etc.

Multiple reading is to create multiple reading situations for children, provide guidance for multiple reading, and help children learn to read independently. Therefore, in the creation of children's multiple reading environment, the first step is to integrate the multiple reading environment into the kindergarten's daily life to help children develop good habits. Secondly, the multiple reading environment should be combined with children's game, and the development of children should be promoted through the creation of multiple reading environments of environment, scels, materials, etc. Finally, kindergartens should combine and permeate multiple reading environments with the thematic educational activities, so as to make children's reading ability really get all-round harmonious development.

2 Practical exploration of the creation of diversified early reading situation

Through the understanding of the nature of reading, we found that the cultivation of children's reading interest, the formation of reading habits and the improvement of reading ability are the main goals of the multiple reading. According to the physical and psychological development characteristics of children, the reading should start from the creation of

reading situations.

2.1 Create a diversified reading situation in daily life

A habit is a mode of action that is consolidated into a need due to repetition or practice. It is a need and tendency to complete automated actions. The formation of children's reading habits requires correct guidance and good training from teachers. In daily life, teachers should provide children with diverse reading content and conditions according to the different needs of children's daily activities, create a reading environment with signs, symbols, pictures and texts, and pictures with text to form good habits.

2.1.1 Picture with caption

At the gate of the kindergarten, the teachers can create a greeting picture or "Three Things to Do here" warm tips, such as asking others good morning, putting a morning check card or changing clothes or putting a bag. Let children take the initiative to greet teachers, parents, and peers every day, and orderly do a few life matters after entering the school, so as to help children develop good living habits.

2.1.2 Picture and Text

As children grow older, children's reading comprehension ability is constantly improving. Therefore, the kindergarten can adopt the form of "Tugavin" and adopt the way of "Picture and Text", leaving the initiative of making rules of life to the children. It is also important for children to have a "convention" where they can see their own drawings and drawings everywhere at any time.

2.1.3 Symbol reading

Teachers can try to draw the daily schedule as pictorial symbols in the classroom environment, so that children can understand the meaning of the diagram through independent reading and understand what should be done in each time period of the day's life. In the bathroom, in order to let girls and boys know where to enter the toilet, teachers can paste Minnie, Mickey, or skirts, shorts and other symbols to distinguish boys and girls. Teachers can paste "arrows" to remind children to throw toilet paper in the basket. These environments composed of simple symbols can help children understand the demands of life through the reading of symbols.

2.2 Create a diversified reading environment in game activities

Children's multi-reading environment must meet their personalized reading needs, grasp their sensory sensitiveness, follow the construction of their cognitive experience in games, and create an explicit environment for dynamic reading.

2.2.1 Diversified game reading environment

Game activities are an important part of children's daily activities. Teachers can create a multi-reading environment in game activities, so that children can have access to graph-based reading materials in a free game environment. Teachers can paste a few small shoe prints next to the carpet area of the doll's house. This rule also gives children cues in the environment. When children see this, they will naturally take off their shoes and place them in small footprints,

2.2.2 Diversified game reading materials

In the game activities, teachers can provide a variety of reading materials to help children play. For example, in the game of automobile exhibition, teachers can provide materials such as waste food boxes, building blocks, tracks, car models and road signs, etc. Children can assemble, build and design by themselves according to their needs. In the role game of "Big Food Generation", teachers can prepare tableware, snacks, semi-finished products, molds and operation step diagrams in advance to guide children to explore actively in the game situation. The children put on the chef's hat and looked at the diagram of the operation. One by one, the unique snacks were made. The operation diagram of pastry making not only gives children the idea of operation, but also gives them ample space for choice and creation^[2].

2.3 Create multiple reading environment in theme activities

Kindergarten reading environment should support the needs of every stage of children's life growth, give full play to the static implicit reading education function, so that children can read everywhere.

2.3.1 The integration of theme activities and multiple reading

There are also many contents that can be integrated with multi-reading in the theme activities. Under the theme of "I want to go to primary School", kindergartens can organize children to interview

primary school students. The teacher can ask the children to sort out their questions before the visit. In the interview process, the teacher can guide the children to record the content of their interviews with the graph or graph Gavin. Teachers actively encourage children to share and communicate after returning to the kindergarten. Finally, teachers can encourage children to change the interview records into the pantomime script of "A Day for Primary School Students" to show a day's life of primary school students in the form of pantomime. Through the integration of a variety of reading means and the use of a variety of reading methods, teachers created a multi-reading environment for children^[3].

2.3.2 Integration of the theme activities and regional activities

The construction of children's reading experience is diversified and phased, so the environment must follow the changes of activities. For example, in the reading activity "Insects in Mind -- Red Ants and Black Ants", teachers can periodically evaluate children's experience and needs, and pay attention to the regional planning of "multi-district". Then, teachers can successively introduce: "Ant construction field -- How ants build caves", "Ant life Pavilion -- Good habits of self-reliance", "Ant laboratory bench -- What ants eat", "Small ant Workshop -- Division of labor and cooperation on duty" theme reading dynamic environment. These areas include both reading and listening areas, as well as creative areas rich in materials.

2.3.3 Integration of the theme activities with the cooperation of kindergarten and parents

Based on different themes and backgrounds, the kindergarten can set up a mom and Dad story group. Parents can tell their children classic fairy tales in line with the theme, or they can have parent-child pantomime performances. For example, under the

theme of "Little Rabbit", parents can perform parent-child pantomime performances together with their children, and tour the kindergarten to perform the stories "Guess how Much I love You" and "Pull out the Turnip". In the context of city-themed activities, parents and teachers can take their children to visit the Urban Development Concept together and rehearse the pantomime "City Mouse and Country Mouse". The process of exploring themes, preparing for performances and arranging roles together gives children a deeper understanding and stimulates parents' interest in participating.

3 Conclusion

It is the responsibility and obligation of preschool teachers to create a diversified reading environment and cultivate children's reading ability, and it is also the basic way to promote the development of children's language ability. The creation of a pluralistic reading environment cannot be separated from various elements such as scenes, symbols, materials and interactive relations. Teachers should actively carry out diversified early reading teaching, make full use of educational resources in schools, families and communities, and try to bring different reading experiences to children, so that children can develop good reading behaviors and interests under different circumstances, and ultimately promote children's development.

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