

Research on the Cultivation Strategy of Children's Life Routine in Kindergarten Life Activities

-- Take M Kindergarten in Kunming as an example

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Abstract: Kindergarten life activities are a part of daily life in kindergarten, and the routine training of kindergarten life is to conduct scientific and reasonable norms for children's various habits and form good behavioral habits in each stage of daily life. Through literature, observation and other methods, combined with the actual situation of kindergartens, this paper discusses the routine training of small class life in Kunming M Kindergarten, analyzes the existing problems and causes of the problems, and explores reasonable and effective strategies.

Keywords: Small class children; Kindergarten life activities; Routine of life; Cultivation strategy.

1. Introduction

1.1. Research purpose

This study investigated the necessity, purpose and method of routine training of kindergarten life through literature method and observation method, understood the situation of routine training of kindergarten life activities, explored the problems and causes in the process of routine training of life, and put forward corresponding suggestions and countermeasures.

1.2. Research significance

First of all, in order to better understand the training status of small class children's routine life, this study adopts the methods of literature and observation to conduct a comprehensive investigation and analysis of the training status of their routine life. And on how to develop a good habit of rest and rest, provide some useful suggestions and countermeasures to better train children's routine life.

Secondly, it helps to cultivate the routine of small class children in life activities. Small class children just enter kindergarten and live in a strange environment, so they need to cultivate some routine of life to ensure the smooth progress of life activities.

Finally, by understanding the development status of small class children's routine in life activities, this study puts forward some suggestions for teachers to cultivate children's routine in order to promote the cultivation of children's routine.

1.3. Status quo of domestic research

1.3.1. Research on the present situation of children's life routine cultivation in kindergarten life activities.

Liu Xiaoqing (2017) pointed out in the home-based Cooperative Research on Routine Education for Children in small Classes that each child has different development characteristics, especially for children in small classes. Most parents do not deliberately cultivate their children's routine at home. Since they are not familiar with unfamiliar life after entering kindergarten, they must cultivate their routine to ensure the smooth and orderly progress of class activities.

Ou Ping (2019) pointed out in A Study on the Acquisition of Routine Life of Children in Small Classes that small classes are the most suitable period for cultivating good routine life, and it is relatively difficult to discipline children when their sense of autonomy emerges after middle and large classes. If children develop good routine life in small classes, the training of routine life will be more smooth in the future.

All in all, based on the research of the above scholars, the author learned that the physical and psychological development of small class children is not complete. They have just left the family and entered the kindergarten. At this time, children are easy to accept the guidance of teachers, and training their routine life can make them better adapt to the new environment and life.

1.3.2. Research on the factors influencing the routine training of children's life in kindergarten life activities

Zhai Cuishu (2019) proposed in Action Research on Routine Life Education in Kindergarten Small Classes that some children in small classes have serious separation anxiety when they just enter kindergarten, which requires teachers to pay a lot of energy to help children overcome separation anxiety, which will affect teachers' training of children's normal routine life and also restrict the training of routine life to a large extent.

Wang Yongjie (2019) pointed out in his Research on the Acquisition of routine life for small Class Children that there are some problems in the process of routine life training: First, the routine time arrangement in kindergarten is unreasonable; Secondly, some teachers think that cultivating children's good living habits is the key, while some teachers think that in the process of cultivating routine life, children's interest is the most important; Third, family education and kindergarten education are not connected, some parents do not pay attention to the training of children's routine life, do not cooperate with teachers, resulting in the training of children's routine life more difficult, these are factors affecting the training of children's routine life.

All in all, the factors affecting children's routine training in kindergarten activities mainly include children, teachers and parents. When children first enter kindergarten, separation anxiety is more serious, and their psychological and physical

development is not perfect, and they are highly dependent, which will affect the training of routine life. Teachers' routine life is not reasonable, and they do not give children enough opportunities to learn routine life. Parents are busy with work or do not pay attention to the training of routine life of children.

1.3.3. Research on the cultivation strategy of children's routine in kindergarten life activities

In Research on the Problems and Countermeasures of Routine Life Education for Children in Small Classes, Erei Xue (2020) proposed that children can understand routine life content through games, and feel enough care when they enter the kindergarten to reduce their fear of unfamiliar environment. Meanwhile, they should also pay attention to the cultivation of routine life and interest of children. Let them spend the kindergarten life in a happy mood.

Xia Ziyue (2020) pointed out in the Cultivation Strategy of Kindergarten Daily Routine that the cultivation of children's daily routine is not overnight, but needs a long time to develop gradually. Therefore, teachers should carefully observe the characteristics of children in life activities and find appropriate ways to cultivate their daily routine according to their different developmental characteristics.

All in all, teachers and parents should realize that the routine of life will have a great impact on the future life and learning of children, should pay attention to the training of children's routine of life, choose the appropriate education mode according to the characteristics of children, help children develop the sense of routine of life, and communicate and cooperate with each other to jointly promote the training of routine of life of children.

1.4. Current situation of overseas research

1.4.1. Research on the present situation of children's routine training in kindergarten life activities

Robert Thornberg (2018) divided the content of routine training in kindergartens into the following five categories: relationship rules, activity and environment rules, protective rules, personal rules and etiquette rules.

1.4.2. Research on the factors influencing the routine training of children's life in kindergarten life activities

Montessori (1964) believed that the current development level of children would affect the cultivation of children's life routine. Perhaps a simple thing for adults is difficult for developing children, and they need to make a lot of efforts. Entering the garden, entering the classroom, walking in the classroom, going to the toilet, asking questions, completing activities, leaving the garden, etc.

Carol E. Antron & Jan Allen (2002) believed that the requirements of teachers and parents on children may be inconsistent in the process of children's routine training. This will also affect the training of children's routine life, leading to poor results in the training of children's routine life.

1.4.3. Research on the cultivation strategy of children's routine in kindergarten life activities

Blaise Ryan (2019) believes that democratic teaching mode will help children form a good routine, and teachers should adopt positive methods to cultivate children's life routine.

Marie Jones (2017) believes that preschool teachers should use their own words and behaviors to infect children and make them truly like it from the heart, so that children will be more willing to follow the routine of life formulated by

teachers. In addition, teachers should also set an example.

To sum up, there have been foreign studies on many aspects of the routine life of small class children in kindergarten life activities. Most foreign studies focus on the routine life of kindergarten, and only a small part of them will be specific to the routine life of kindergarten. However, it can be obtained from relevant literature abroad or domestic literature, whether by teachers or parents. We should understand the importance of children's life routine, pay attention to the cultivation of children's life routine, and have corresponding guidance strategies.

2. Analysis on the Problems and Causes of Routine Training of Small Class Children in Life Activities

2.1. The problems existing in the routine training of small class children in life activities

2.1.1. Children's self-control ability and self-care ability are poor

Small class children just leave the family to start collective life, in the face of strange environment and people, it is inevitable that some do not adapt to, often appear poor self-control ability, poor self-care ability and other situations, and small class children's physical and mental development is not mature, understanding and acceptance ability is also weak, which is not conducive to the learning of routine life; Their emotions are also more changeable, easy to be affected by the surrounding environment, love to cry, when a child crying, other children may be affected to cry together, for small class children, it is more difficult to carry out routine training.

2.1.2. The life routine formulated by teachers is unreasonable and neglects the routine education in life activities

Most teachers believe that it is necessary to cultivate children's life routine only to regulate children's behavior and facilitate teachers' management of the class, which leads to some unreasonable life routine formulated by teachers, such as children are not allowed to drink water when they want to drink water during collective activities, and they can only drink water together with other children after the end of collective activities. But teachers are not aware of these problems, but blindly require children to comply with the established routine of life. In addition, some teachers think that collective education activities are the focus of children's daily activities, put collective education activities in the primary position of organizing activities, thus ignoring the routine education in life activities, that life activities are to manage children's daily eating, drinking and laxative, and there is no other valuable education point, therefore, routine education in life activities has not been paid enough attention.

2.1.3. Parents do instead, there is no awareness of helping children develop a good routine of life

When communicating with parents, I learned that children almost respond to their needs at home, which leads to their poor self-care ability, lack of independent opinion, and habit of relying on parents, and they do not have the awareness to help children develop a good routine of life. They believe that these are only the tasks of kindergarten teachers, which leads to the failure of children's education at home and in kindergarten, and children learn routine of life in kindergarten. After going home, they do not abide by it, and after going

back to kindergarten, they return to the original appearance, and the teachers have to repeat the previous routine education, and the task and difficulty of teachers will increase in the long run.

2.2. The cause analysis of the problems existing in the routine training of small class children in life activities

2.2.1. Young children are young and dependent on their parents

Most teachers believe that life routine education is more difficult for children in small classes than for children in other age groups. First, due to the age characteristics and physical and mental development characteristics, children have poor self-control ability and poor understanding ability. They do not understand the rules, but passively obey the rules as required by the teacher. If the teacher does not remind them, children will forget to obey the rules. They may also be emotionally unstable and easily affected by the people and environment around them. Second, because children are used to being well taken care of in all aspects at home, they are very dependent on their parents, and after kindergarten, they will naturally not adapt to the unfamiliar environment and lifestyle.

2.2.2. Teachers' professional training of children's routine life is not strong

The routine of life formulated by teachers is unreasonable, and the neglect of routine education in life activities does not help children develop a good sense of routine of life. First, teachers lack experience and professionalism in training children's routine life, do not systematically understand the physical and mental development laws and age characteristics of children in small classes, and develop unreasonable routine life, which cannot stimulate children's interest in learning; Second, teachers are faced with a class of children. Due to the age characteristics of children, teachers should not only conduct teaching activities, but also carry out childcare, requiring teachers to pay equal attention to education. Because of their busy and trivial work, teachers are easy to make children obey the routine of life by commands when facing children, and children.

2.2.3. Parents dote on their children and don't know much about the routine aspects of young children's lives

When communicating with parents, I deeply understand that parents do instead of helping children develop a good sense of routine life. First, most families now have only one or two children, children in the family generally have four or more elders to take care of the children, the elders love the children, so the care of children in every detail, eat, drink water to chase feed, wear clothes to help, sleep to coax, children live every day, the day of clothes to help, parents do everything instead of children's self-care ability is poor. When entering kindergarten, it is difficult to do something on your own; Second, because of busy work or other reasons, parents lack the awareness of cultivating children's good self-care ability and routine life, do not understand the significance of home cooperation, and think that these are the tasks of preschool teachers; Some parents may have these awareness, but they do not know what methods should be used to cultivate children's routine life, and do not know how to cooperate with kindergarten work. In addition, parents are the first teachers of children, parents' behavior habits and living

habits will affect children, parents inappropriate behavior habits and irregular living habits will cause a bad impact on children, not conducive to children to develop a good routine of life.

3. Suggestions on Developing Life Routine for Children in Middle and Small Classes

3.1. Teachers should change their educational concepts and pay attention to the cultivation of children's self-control ability and self-care ability

Cultivating children's self-control ability and self-care ability can help children better learn routine life. Therefore, teachers should change their educational concepts and attach importance to the cultivation of children's self-control ability and self-care ability. Teachers should constantly improve themselves through various ways, enrich their own knowledge and enhance their own ability, and make progress with the development of The Times to change traditional educational concepts. Recognizing the importance of routine life, in order to facilitate children's life activities in the future, not only to meet the material conditions of children's clothing, food, housing and transportation, but also to coordinate children's emotional needs such as knowledge and emotion, and help children establish a good routine life.

3.2. Teachers should formulate reasonable kindergarten life routine and pay attention to the cultivation of children's life routine

The formulation of reasonable routine of life needs to fully consider the age characteristics and physical and mental development characteristics of children. If teachers go beyond the age characteristics and physical and mental development characteristics of children in the formulation of routine of life, the effect of routine education is not good, and children may lose their enthusiasm for learning. If it is lower than these characteristics, then it may make children feel that the learning content is too simple, resulting in weariness, which is not conducive to the cultivation of life routines. To treat children, we should adopt a positive approach to cultivate their routine life, praise children in activities, and praise children specifically for what they have done well, which can make the praised children learn more actively, and can also play a role model to encourage other children to learn. However, in the process of training routine life, teachers can not emphasize too much the overall consistency and standardization, which may hinder the personalized development of children, but also according to the specific situation and children's own situation, to achieve specific analysis of specific problems, individualized teaching. There are many valuable educational points in life activities, which should be paid attention to by preschool teachers.

3.3. Parents attach importance to the cultivation of children's self-care ability and routine training

Children's daily activities in addition to kindergarten, followed by children's families, therefore, family education is also a very important and indispensable part of the success of children's routine education. Parents' own ideas and behaviors

affect children all the time, and are important objects for children to imitate. Therefore, parents should set a good example of routine life for children, teach by example, and pay attention to cultivating children's basic self-care ability, such as: Eat by yourself, go to the toilet by yourself, put on and take off clothes by yourself, and pay attention to the cultivation of children's routine life, so that children can keep pace with the rest and routine life of kindergartens at home.

3.4. Home cooperation, jointly cultivate children's good life routine

The cultivation of children's routine life needs the combination of kindergarten education and family education. If children's routine life requirements in the family are different from the routine life requirements in the kindergarten, parents spoil their children at home, the routine life training is not good, and family education is not connected with kindergarten education, then the routine life training of children cannot achieve good results. Teachers should let parents know the specific life activities and routine requirements of children in kindergartens, let parents know that cultivating good self-care ability of children can better cultivate children's routine of life, understand the parenting needs of parents, unify opinions with parents, strive for parents' cooperation, and remind parents to keep children at home and kindergarten the same work and rest and living habits. In order to achieve better results, teachers and parents can jointly cultivate children's life routine.

4. Summary

In the process of research on the training of routine life activities in kindergarten small class life activities, researchers have learned that kindergarten is the first place that children come into contact with when they leave the family and enter the collective life. In particular, children in small class are in the primary stage of development both physically and psychologically. They are young, have poor self-control ability and are free at home without many constraints. However, after entering kindergarten, they have to abide by various routines, which is a very big challenge for children. Learning life routines can not only promote the harmonious development of children's body and mind, but also help children develop good living habits. Therefore, it is a very important task for children to learn life routines, and it is also of great significance for children's physical and mental development. In addition to the above points, there are still

some shortcomings in this study: First, the conclusion of the study does not fully achieve objective rational judgment, and some subjective consciousness still needs to be improved. Secondly, due to the limitations of the research, the research object of this study is only a small class of children in a kindergarten, and the investigation scope is small, which does not have great popularization. Finally, in view of the above shortcomings, the author also needs to strengthen the research on the training strategies of routine life in children's life activities. Given the limited level of the author, there may be many places that have not been observed, which need to be constantly corrected in the future research, and in the future work practice, I will continue to have an in-depth understanding of the training strategies of routine life for small class children.

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