

Strategies for Cultivating Positive Emotions in Outdoor Games from the Perspective of Home Co-education

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Abstract: By analyzing the influence of children's positive emotions on kindergarten children and the promotion of outdoor activities on children, kindergarten teachers were interviewed to understand how to promote children's positive emotions in outdoor activities through home cooperation, and provide training strategies for children's positive emotions in outdoor games from the perspective of home co-education, so as to improve the development efficiency of children in outdoor activities and promote children's overall physical and mental development.

Keywords: Home Co-education; Outdoor Activities; Positive Emotions.

1. Introduction

Children's positive emotions are a healthy and positive psychological state in the process of children's growth, which plays an important role in the overall development of children's physical and mental health. Outdoor activities occupy an important position in children's daily life activities, and outdoor activities are conducive to promoting children's bone development and physical growth; Outdoor activities are not only a necessary method for children's physical health development, but also an important factor for children's mental health development. Children's positive emotions are related to the implementation of outdoor activities, so it is very important to cultivate children's positive emotions in outdoor activities. Kindergarten children are an important group in kindergarten education, and their emotional development has an important impact on their overall growth and learning ability. With the continuous development and progress of society, the concept of home co-education has gradually been valued, and the role of family and school in early childhood education has become more and more important. Research shows that positive emotions in kindergarten children are essential for their learning and development. Positive emotions are directly related to children's physical and mental health growth, character formation and social skills development. [1] Positive emotional states can not only improve children's interest and initiative in learning, but also promote the development of their social skills and emotional regulation skills. However, due to the limited cognitive ability and emotional expression ability of kindergarten children, they often have large mood swings and unclear emotional expression, which brings certain challenges to early childhood educators and parents. In this context, how to cultivate the positive emotional state of kindergarten children in outdoor activities has become the focus of common attention of educators and parents.

2. Conceptual Characteristics of Home Co-parenting, Positive Emotions and Outdoor Activities

Home co-education: that is, parents and kindergartens complete their children's education together, and in the

process of children's education, it is not the family or kindergarten that unilaterally carries out educational work. Through the cooperation between kindergartens, teachers and parents, we provide children with a form of teaching that takes kindergarten and family as the main body. In contemporary preschool education, this is a relatively advanced method of education, which is achieved by the joint efforts of teachers and parents.[2]

Positive emotions refer to the emotions accompanied by pleasant feelings generated by individuals due to internal and external stimuli and events to meet the needs of the individual, that is, positive emotions or emotions with positive valence. In the kindergarten stage, positive emotions are mainly manifested in the children's happiness, happiness and other emotions under the influence of the external environment, combined with the physical and psychological state of reality, which can give full play to the potential of children, add strength to the children's individuals, and play an important auxiliary role in their healthy growth.

Outdoor activities are an important part of children's play, which has the irreplaceable value of indoor play and helps children's physical and mental health development.[3] Children can not only exercise and improve their athletic ability in outdoor play activities, but also cultivate teamwork spirit and sense of competition in activities.

3. The Impact of Emotions on Kindergarten Children's Outdoor Activities

3.1. Participation and Enthusiasm in the Event

Positive emotions can prompt children to give full play to their own initiative, thus inducing more behaviors and thoughts, especially some innovative and constructive thoughts and behaviors. [4] Emotionally charged children tend to be more active in outdoor play activities, more interested in trying new games and challenges, and more likely to interact with their peers. On the contrary, depressed children are likely to show resistance to activities, and show unwilling or forced behaviors to participate, which greatly affects children's activity experience and ability to develop in games.

3.2. Social Interaction and Peer Relationships

Children's social development includes emotional development, and positive emotions can promote the development of other aspects of children's social nature, especially interpersonal relationships.[4] A good mood helps to promote friendly interaction and cooperation between kindergarten children and their peers. However, when children are in a good mood, they are more likely to share toys, help others, and actively participate in team games and cooperate with other children. However, negative emotions increase the probability of conflict and contradiction among young children, which affects the harmonious development of children's peer relationships.

3.3. Cognitive Development and Learning

Outdoor activities are an important way for children's cognitive development. When children are emotionally stable, they are more receptive to new knowledge and skills, which promotes cognitive development. Emotionally unstable, or depressed toddlers, are unable to fully concentrate on the outdoor activities themselves, resulting in poor ability development.

4. The Role of Home Co-education Teaching Mode on Children's Emotions

4.1. Enhance Children's Ability to Manage Emotions

The home co-education model can significantly promote the development of children's emotional management ability. In this parenting model, families and kindergartens work together to participate in the development and education of young children, providing a stable, supportive and caring environment for young children, and helping children learn to identify, understand and express their emotions. Through the close cooperation between families and kindergartens, teachers and parents can better understand the emotional ups and downs and daily states of children in their daily lives, which provides timely guidance and support for parents and teachers to help children establish positive emotion regulation strategies.

4.2. Establish a Close Parent-child Relationship

Through the cooperation of the home, parents know the emotional changes of the children in the kindergarten, pay attention to the needs of the children, and provide emotional guidance to the children in a timely manner and give them response and support. Such a parent-child relationship helps young children form a sense of security and trust, and lays a solid foundation for stable emotional development.

4.3. Cultivate Positive Emotional Experiences

Families and kindergartens work together to provide children with a variety of learning opportunities and learning resources, and both sides of the home work together to encourage children to actively participate in activities, enrich children's experience, and let children experience a variety of different experiences. For example, when children participate in performance activities in kindergartens, parents cooperate with teachers to accompany children to practice and encourage children to persevere in their efforts, such

experiences encourage children to build self-confidence and a positive and optimistic attitude towards life, and promote children's formation of a stable emotional state.

4.4. Improve the Quality of Family Education

The teaching model of home co-education is an important way to improve the quality of family education. Through the guidance and help of kindergartens, we can improve the update and progress of the parent education model, promote parents to gradually establish a correct educational concept, and learn to communicate and communicate with children in a more appropriate way. Under the guidance and support of the kindergarten, parents and teachers communicate with each other and exchange methods to jointly build an education method suitable for the overall physical and mental development of children, and provide a good environment for children's emotional development.

4.5. Improve the Level of Kindergarten Education

A good relationship between kindergartens and parents allows kindergarten teachers to receive a variety of parent support, including human and material support. It can also allow teachers to learn different educational methods from different students' parents, and learn educational experience from young children's parents, so that teachers can increase their educational knowledge and learning experience. In addition, the support of parents helps the kindergarten to carry out diversified educational activities and further improve the educational level of the kindergarten.

4.6. Enhance Children's Emotional Stability

The home co-education teaching model emphasizes the close cooperation between families and kindergartens, and jointly focuses on children's emotional development. Through the joint efforts of both parties, we will exchange the emotional fluctuations of children in kindergarten and daily life at home, and share and communicate with the actual situation, discuss relevant problems and analyze them, and find the best countermeasures to promote children's emotional development, which can not only effectively enhance children's emotional stability, but also help children better adapt to the living and learning environment.

5. Strategies for Cultivating Positive Emotions in Outdoor Activities from the Perspective of Home Co-education

5.1. Share and Communicate with Each Other, and Create A Positive and Pleasant Outdoor Environment During Activities

Teachers can connect the teaching content with the content that children are interested in, communicate with parents when creating an environment for outdoor activities, understand the various scenarios that different children are interested in, and create the most suitable and comfortable outdoor environment for children according to their own teaching plans. For example, choose a spacious, safe outdoor activity area to ensure the safety and suitability of your event facilities. It can also attract children's attention by creating a pleasant atmosphere for activities, such as playing cheerful and lively music, decorating interesting and colorful

decorations, and creating a relaxed and pleasant activity atmosphere that children are interested in. For example, from the interview, in a kindergarten class, the teacher needs to set up an outdoor activity physical fitness class according to the teaching plan, the goal of this physical fitness class is to exercise children's coordination ability and cultivate children's teamwork ability, the teacher communicates with parents in advance, understands the different habits of children, combined with the information given by parents, most children like to eat potatoes, and most children like colorful and rich game facilities, and finally create an activity background with the theme of planting potatoes. A variety of different colors of running tracks, rings and barricades are set up, and the field is set on a wide playground, which greatly stimulates the enthusiasm of children to participate in activities, makes children participate in the game in a happy mood, and enhances the integrity and interest of this class. Therefore, before the outdoor game activities are carried out, teachers should take into account the reasonable planning and integration of the site, as well as the overall design of the site, and enrich the content of the site, so as to enrich the understanding of children's interests through communication with parents, so as to stimulate children's positive emotions to participate in activities, better achieve the goals of the activity, and complete the task of the activity.

5.2. Carry Out a Variety of Diversified Parent-Child Outdoor Activities

According to the children's interests and age characteristics, design a variety of outdoor activities, such as parent-child activities, team competitions, free exploration, etc. By making the game more interesting and challenging, it stimulates children's interest and enthusiasm to participate in activities. When children participate in outdoor activities, they usually repeat the same type of activities, which will inevitably make children bored and bored with games or game props. At this time, the rich and diverse activities and content will make children feel novel, promote children's positive emotions, and guide children to participate in outdoor activities. At the same time, occasional parent-child outdoor activities are more conducive to allowing children to feel the different characteristics of outdoor activities, kindergartens should encourage parents to accompany children to participate in outdoor activities, experience the fun of activities with children, accompany children and guide children to promote the growth of positive emotions. Parents give positive encouragement to children when they interact with parents and accompany children to participate in activities, which not only makes children's emotions high, allows children to experience a variety of diversified outdoor activities, but also enhances the parent-child relationship and promotes the progress of outdoor activities.

5.3. Home Co-education, Pay Attention to the Individual Differences of Children

Respect children's individuality, understand the characteristics and needs of each child, and provide individualized support and guidance according to individual differences. Through communication with parents, the kindergarten understands the needs of different children, deepens the understanding of children's personalities, enhances the understanding of different children's emotional expressions, encourages children to actively express their emotions and ideas, helps them build self-confidence and

autonomy, analyzes children's differences through specific problems, and guides the generation of positive emotions of different children in different ways. In the process of outdoor activities, we should pay more attention to children's emotional development and changes, intervene in time to guide children to establish positive emotions, communicate with parents, and jointly let children carry out outdoor activities in a happy mood through the cooperation and help of parents. For example, in a kindergarten, there is a child who stands aside many times when the teacher organizes outdoor activities, and is unwilling to participate in the game, or makes trouble in the activity, destroys props, and the teacher cannot get an answer after many inquiries, and finally learns after communicating with the child's parents that the child is irritable about the sweat on the back of the exercise, which causes the child to be irritable, thus causing him not to cooperate with the development of outdoor activities. After the teacher communicated with the parents of the children, the parents of the children cooperated with the teacher to put more sweat towels in the children's bags, and the teachers observed the children's state more during the activities, and changed the sweat towels for the children in a timely manner and many times. In addition, parents and teachers reached a consensus after communication, enlightened children, guided children to pay attention to the environment and games of outdoor activities, cooperated with peers to play, and found teachers to change sweat towels in time when they could not stand sweat, and went to rest next to them after a certain period of time, and maintained a happy mood to participate in outdoor activities. Through the practice of the teacher and the parents, the child's state of not cooperating with outdoor activities has been well improved, and the child participates in outdoor games in a happy state and cooperates with the teacher to carry out activities. Therefore, under the co-parenting of the home, paying attention to the individual differences of children and guiding children to maintain a good mood in different ways is the key to promote the normal outdoor activities of kindergarten children.

5.4. Summary of Home Exchange after Outdoor Activities

Communicate with parents regularly about children's performance in outdoor activities, pay attention to children's emotional development, identify problems in time and seek solutions. The after-class summary of each lesson helps teachers understand children's performance, interests and learning difficulties in the classroom, and by sharing children's classroom performance with parents and analyzing and summarizing the performance, it helps teachers to have a deeper understanding of children, so that teachers can identify and take corresponding interventions in a timely manner. At the same time, teachers and parents discuss the individual cases of children, provide emotional guidance and support for children, and promote children's participation in outdoor activities with positive emotions. According to the interview, in a large class of kindergarten, there is a child in the outdoor activities when depressed, can not devote themselves to the activity, and can not play the role of outdoor activities, kindergarten teachers noticed this, came forward to ask the child, the child thinks that no child is willing to play with him, feel depressed, stand alone, in the teacher brought the child into the activity also maintained a sullen mood. At the end of the day, the teacher will report the child's situation to the parents, and inform the parents of the importance of positive

emotions to outdoor activities and the degree of participation in outdoor activities affects the child's physical and mental development. Parents discuss and communicate with teachers after listening, and finally teachers carry out friend-related activities in the class to guide children's peer interaction and promote children's friendship, and then parents organize children's outdoor activities on weekends to enhance children's communication, and guide children to maintain a good mood and take the initiative to interact with others. Through the joint efforts of teachers and parents, children will take the initiative to socialize with their peers and maintain a good emotional participation in outdoor activities later on. Therefore, the summary after each child's outdoor activity is very important, the teacher should summarize each child's outdoor activities, and find out the relevant problems of individual children in time, and timely feedback to parents, after the feedback teachers should analyze and discuss solutions with parents, timely intervention to guide children's positive emotions, stimulate children's happy mood to participate in activities, so as to improve the effect of children's outdoor activities.

6. Conclusion

From the perspective of home co-education, this paper analyzes the cultivation strategies of positive emotions in outdoor activities for kindergarten children. By creating a rich

and diverse outdoor activity environment, guiding children's interest and enthusiasm to participate in outdoor activities, strengthening home communication and cooperation, and paying attention to the observation and guidance of children's emotions, the cultivation of positive emotions in outdoor activities can be effectively promoted. These strategies not only help to improve children's physical and mental health and social skills, but also help to develop a positive mindset and optimism. Therefore, in the future practice of early childhood education, we should pay more attention to the role and value of home co-education, and jointly create a better environment and conditions for the healthy growth and development of children.

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