

In-depth development and practical exploration of kindergarten picture book games under the perspective of kindergarten-based curriculum

Wu Min^{1,a,*}, Zhang Qiong^{1,b}, Wang Mengmeng^{2,c}

¹Chongqing College of International Business and Economics, Chongqing City, China

²Chongde Kindergarten, Xinwu District, Wuxi City, China

^a1286482790@qq.com, ^b1550893389@qq.com, ^c821701915@qq.com

*Corresponding author

Keywords: Kindergarten-based curriculum, picture books and games, kindergarten

Abstract: Picture book games are based on picture book resources, and generate interesting, active, interactive and operable games by mining core values and matching children interests. In the context of kindergarten-based courses, the formation of picture book game design cases from the selection of suitable picture books, in-depth reading, teacher-creation, and the observation and adjustment of games, which plays an important role in the all-round development of children, the improvement of teachers curriculum leadership and the enhancement of parent-child reading awareness. This paper comprehensively and deeply analyzes its value significance, development principles and practical path, aiming to provide solid theoretical and practical support for the high-quality development of kindergarten picture book games.

1. Introduction

In the field of kindergarten education, the development and implementation of kindergarten-based curriculum is the key link to improve the quality of education. As high-quality educational resources, picture books, formed by organic integration with games, have certain attraction for children and also bring new vitality to kindergarten-based courses. This integration enriches children learning experience and shows a positive impact in many aspects. It is worthy of in-depth exploration and practice, and provides a new direction for the reform and development of kindergarten education. Therefore, in the teaching organization of kindergarten-based courses, teachers should reasonably apply picture books, create picture books game activity system, and cultivate children thoughts and emotions with the help of games.

2. The value of the development and practice of kindergarten picture books under the kindergarten-based curriculum

2.1 Enrich children emotional cognition and develop children diverse abilities

Early childhood is the golden stage of emotional cognitive development, and picture books

contain rich emotion and knowledge. Teachers carefully screen the key dialogues and scenes in the picture books, and reproduce them in the kindergarten-based course, which can effectively cultivate children emotional cognition. Taking the role-playing simulation of picture books as an example, children can not only enhance their communication skills with peers, improve their communication and interpersonal communication skills, but also inspire ideology, form correct behavior cognition, and make it easier to understand the knowledge of picture books and appreciate the charm of reading. In picture books, children reading, aesthetic and innovative thinking ability can be cultivated, laying a solid foundation for their lifelong development. For example, in the role-playing game "Guess How much I Love You", in the process of expressing their love for each other, children deeply understand the depth of family affection, exercise the ability of language expression and emotional understanding, and feel the beauty of love and being loved.

2.2 Improve teachers leadership in the curriculum and expand the quality of kindergarten-based courses

Teachers design, organize and carry out games to realize the deep integration of picture books and regional games. When excavating picture book resources and developing kindergarten-based courses, teachers should fully grasp the characteristics of children in the class and determine the appropriate game goals according to the content of picture books. During the game, the teacher reflects and improves in observing children, and develops picture games in a more scientific, reasonable and interesting way. For example, when sorting out items in the competition, we can use the picture book "If I Slow Slow" to increase the delaying behavior of children discussing the story, cultivate children concept of time, enrich the educational practice, and make the game more educational significance^[1]. Teachers development of picture book games can continuously inject new elements into the kindergarten-based curriculum. In order to improve the picture book game, the teachers need to deeply understand the content of the picture books and integrate the information. This process is helpful to improve the teachers leadership in the kindergarten-based courses. For example, when developing natural science picture books, teachers deeply study scientific knowledge, skillfully integrate into the game, and echo the science education goals of kindergarten-based courses, expand the connotation and extension of kindergarten-based courses, and make the course more systematic and rich.

2.3 Enhance the awareness of parent-child reading, and create a pleasant family reading environment

The picture book games under the kindergarten-based course cannot be separated without the support of parents. Parent-child reading can establish a positive reading experience and emotional connection for children, so as to cultivate their interest and fun in reading. In the process of reading, children, through observation, listening and thinking, expand their vocabulary, improve their language expression ability, and strengthen their understanding of grammar and syntactic structure. The kindergarten carries out activities such as "21-day parent-child reading and punching cards" to cultivate children reading habits. There are no restrictions on the reading list and the form of punching cards, and parent-child audio and photos are available. At the same time, parent-child game activities are organized for parents and children to participate together combined with the content of picture books. Parents can take the way of role play to read, according to the children interested in pictures, according to the theme of the picture book, situation, plot timely interaction and games, and children show story, let children heartfelt love reading, fun, graphic always can better stimulate children interest, make children have a certain participation, deepen the impression of children to picture book content^[2].

3. Principles of the development and practice of kindergarten picture books under the kindergarten-based curriculum

3.1 Be targeted and take advantage of the situation

Teachers should select and determine the picture books for game development according to the theme of the kindergarten-based course, which requires them to fully understand the characteristics of children and ensure that the picture book games are consistent with the kindergarten-based theme. Teachers clear the goal before the game is launched, and guide the children to get familiar with the story plot of the picture book. For example in the "food health" as the theme of this course, the teacher choose "teeth mother-in-law" the incredible body the belly alarm clock picture books, through vivid story, show beautiful pictures, guide children discuss, let children familiar with picture book content, stimulate their interest in participating in the game, for the game. At the same time, in the process of the game, the teacher plays multiple roles, is the organizer, guide and companion^[3]. As the organizer, children should create a situation to match the theme. For example, when carrying out the picture game "Adventure of the Undersea", teachers use blue cloth to simulate the sea water, put Marine life models, and play the gentle sound of waves to create a realistic underwater environment. At the same time, as a guide and a companion, we need to closely observe children performance in the game, record problems, pay attention to children emotional changes, solve problems in time, and ensure the smooth progress of the game^[4]. If children have conflicts in the competition for roles in the game, teachers should guide children to understand, share and cooperate, and negotiate to solve problems, such as through taking turns or playing together Way to dissolve the spear.

3.2 Education through enjoyment, child-centered

Picture book games should be both fun and educational. Teachers design a variety of games according to the game goals and children interests. In the reading area, children are encouraged to express their understanding boldly and give full play to their imagination according to the picture books. For example, when reading "The Hungry Caterpillar", in addition to guessing what the caterpillar eats next, you can also let children imitate the caterpillar eating action and describe their feelings after eating. In the art area, teachers can use the characters from picture books to have children engage in drawing, coloring, and handicrafts, thereby fostering children's aesthetic sensibilities and creativity. For example, after reading "Mouse Marry the Bride", in addition to allowing children to perform according to their favorite pictures, children can also be encouraged to design wedding clothes, crowns, sedan chair and other props for the mouse bridal bride in the picture book. At the same time, the teachers actively pay attention to each child in the game development, record the important events in the process through photography, photography and other ways, and guide the children emotions in time. If children in puzzle puzzle picture game depressed in the difficulties, teachers should give encouragement and prompt, such as guide children to observe puzzle edge shape, color characteristics, help to overcome difficulties, children to ensure that children complete the game in the relaxed atmosphere, achieve education goals, cultivate children actively solve problems, brave in the face of difficult learning attitude.

3.3 The perfect combination, complement each other

The research and development of picture books and games should be closely combined with the theme of kindergarten-based courses. According to the Guide to Learning and Development for Children aged 3-6 years old, children learn through direct perception, personal experience and

practical operation. In the picture book games, children participate in the regional games to perceive the content and core values of the picture book. If the theme of picture books emphasizes unity and cooperation to solve difficulties, in teaching, teachers should guide children to experience the spirit of cooperation in the game. For example, in the picture book "Wobbly Bridge", teachers only organize children to play rabbits and foxes in groups, imitate their scenes of being nervous, afraid and helping each other on the rickety bridge, and feel the emotional changes of the characters. Teachers can also find a facility similar to the balance beam to simulate the rickety bridge and guide children from one end of the balance beam to the other. During the process, they can open their arms to balance like the animals in the picture book, and feel the feeling of walking on the "rickety bridge". In order to increase the interest, teachers can increase set some obstacles, beside we need to arrange a "crocodile" (played by the teacher or a child), increase the tension of the game and the diversity of children game experience, further strengthen the consciousness of team cooperation in the game, the kindergarten course safety education, physical training content into among them, promote children comprehensive ability^[5].

4. The path of the development and practice of kindergarten picture books and games under the kindergarten-based curriculum

4.1 Interpret children needs and select suitable picture books

Children cognitive, emotional, social and other development levels are different, how to effectively observe and interpret children, support children, is the basic quality and core ability of every preschool teacher. Picture books to choose based on children age characteristics choose picture books, such as small picture books "small clay figure" "who hid" who lost shoes "" the hand ", middle picture books" the best bakery "" small fireman one day "" big bear Mr ", big picture books" grandpa must have a way to "" Mr Octopus sell umbrella ", etc. These picture books are full of childlike fun, and can derive a variety of games. Teachers carefully screen similar picture books and classify them according to their age characteristics. For children in small kindergarten classes, colorful and simple jigsaw puzzle games can be designed to cultivate their shape identification ability and hand-eye coordination ability. For children in the big class, games involving numbers and letters can be designed to inspire their cognitive interest in words through the interaction of characters. These gamification elements can guide children to conduct cognitive exploration in a relaxed and happy atmosphere, promote the improvement of their cognitive ability, and let children get a positive game experience.

4.2 Write reading notes and conceive game maps

Teachers writing of reading notes is conducive to the deep understanding of picture books. Teachers can write reading notes after reading picture books carefully. For difficult picture books, such as Journey to the Heart of the Earth, let children can understand the possible creatures in Journey to the Heart of the Earth, such as huge mushrooms, strange insects, etc. Then let the children imitate the movements and forms of these creatures, such as imitating the slow growth of mushrooms, insects crawling fast, through this game to learn about the diversity of the geocentric creatures, and exercise the child's expression. In addition, such as the traditional picture book "One Garden Green Vegetables become Fine", because the Peking Opera elements challenge children, teachers can adopt the way of lead reading and joint reading, and arouse children to think by reading nursery rhymes and asking questions. Detailed records in reading notes of children understanding of Peking Opera elements, interest, and guide children to understand the method and thinking process, such as can record which children are particularly interested in a Peking Opera

action, the next time can increase related imitation link in the game, these records provide more accurate basis for subsequent game design. At the same time, the teacher preset the game map according to the reading notes. Taking the picture book "Mouse Bobo Participate in the Sports Meeting" as an example, the sports game "I am a little athlete" is held outdoors, and sports competitions are held for tug-of-war, football, running, swimming and other events in the story. At the same time, you can also arrange manual activities such as "drawing my favorite sports" and "designing competition clothes for athletes" in the art area to show your works. In addition, activities such as "building competition camp" can be set up in the construction area, and "singing songs" can be arranged in the music area. Through richer game maps, the content and form of picture books can be clearly planned, so as to make the game carry out more orderly and richer, and meet the diversified and personalized needs of children.

4.3 Picture book integration area, deepen the kindergarten-based course

Teachers create a game environment combined with the content of picture books. For example, according to "Ant and Watermelon", the environment is arranged in the art area, the materials for making ants and watermelons are put, and some pictures or videos showing the process of ants carrying watermelons can also be added, so that children can recall the content of the picture book as soon as they enter. Teachers should put relevant picture books and headsets in the reading area to encourage children to read as role plays and deepen their understanding of picture books. At the same time, in the science area, magnifying glasses can be placed to let children carefully observe the body structure and characteristics of ants, and expand and enrich their scientific knowledge. At the same time, we will actively use the garden-based theme to create an outdoor environment. For example, in the garden-based theme of "garbage sorting" activity, teachers can make a maze map based on the story scene, set adventure locations and characters on the map. At the time, teachers can guide the children to play the role of Su Xiaobao. When children reach the fork in the road, we need to answer the correct garbage sorting questions, so that children can move on the step. To help children to consolidate the skills of the correct garbage classification mode, teachers can also print out the great storylines and cut them into blocks, Children in groups, enhance the game experience. Children can better understand of picture book stories and ways to sort garbage, know how to save resources, and understand how to protect the earths environment.

4.4 Explore the traditional elements and innovate the game form and content

In kindergarten education, teachers develop and practice the kindergarten-based curriculum by excavating and introducing excellent traditional culture, and integrating it with children games, clarify the background of the kindergarten-based curriculum, and follow the concept of the kindergarten-based curriculum, such as scientific, reasonable, moderate, independent and innovative. Under the joint influence of these factors, can better development and practice. In the excellent traditional culture, it also includes a variety of intellectual cultural contents, which are closely related to language, astronomy and geography, such as the 24 solar terms, traditional festivals, etc. Therefore, based on the excellent traditional culture and children games, kindergarten-based courses are developed, and teachers can integrate the content of solar terms and festivals to carry out knowledge competition games. In the process of practice, the resource sources of picture books can be further expanded, such as exploring folk stories and local cultural adaptations; integrating these traditional cultures through games, facilitating children to better accept and feel the unique charm of traditional culture. Teachers can also dig and introduce folk sports games, folk sports game very accord with the characteristics of children active, involving walking, running, jump, drilling, climbing, climbing, create a matching game environment, with

children can improve children physical quality, let children physical and psychological healthy growth^[6].

5. Conclusions

The kindergarten picture book game under the kindergarten-based course is an innovative exploration of the integration of picture books and games, which is of great significance to early childhood education. Through the joint participation of all parties, following the development principles, and carrying out picture book games along the practical path, children can deeply understand the value of picture books and promote their all-round development. At the same time, presidents of a kindergarten should improve teachers curriculum leadership, enhance family reading awareness, and promote the overall improvement of kindergarten education quality. In the future, further in-depth research is needed to continuously optimize the development and practice of picture book games to inject new impetus into the development of early childhood education.

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