

Study on the Guidance Strategies of Role Play in Kindergarten Middle Class

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Abstract. Role play is the most typical play in early childhood from 3 to 5 years old, and is typically creative and symbolic. Role play is a stage of play that young children inevitably go through in their normal development, from which they gain cognitive, emotional and social development. Effective teacher's guidance is conducive to the overall improvement of children's play level, which promotes their ability to come up with play themes, choose and assign roles, use materials and toys, interact with roles, and cooperate, etc. It also improves children's play organization ability, gives full play to children's autonomy and creativity, and promotes the development of language and sociality.

Keywords: Middle School Children; Role Play; Guidance Strategies.

1. Presentation of the Problem

Play is a major element of preschoolers' unique culture, and it builds their spiritual world. [1] Play is the main way of learning and activity for young children, and is important for their survival and life. Role play is a kind of game in which young children creatively reflect real life with language, movement and expression by playing various roles according to their own will, with the help of real or alternative materials by imitation and imagination. In the middle class, children are in the stage of joint play, and the enthusiasm of children to participate in role play is the highest in the early childhood period. However, due to the age characteristics and the lack of life experience, there are still many problems in the role play of middle class children. At this stage, children's role awareness has increased compared with that of the younger class, but the theme is still unstable and easy to change the scene; although they have a strong willingness to interact, their social interaction ability is insufficient, and disputes are easy to occur; their awareness of rules has further developed, but their adherence to the rules has yet to be strengthened. Therefore, teachers' appropriate guidance can extend and expand the game, improve the level of role-playing of middle-class children, and better realize the value of the game.

2. The Value of Role Play

Role play is the most important kind of pre-school children's game, and it is also a very typical kind of game in the early childhood stage. Role play is naturally produced along with the psychological development of young children to a certain stage, and it is a necessary stage in the development of young children's games, which cannot be crossed. With the growth of young children's age and the accumulation of social experience, young children show their understanding and imagination of life creatively by playing roles. Role play is an inevitable stage of normal development of young children and promotes the cognition, emotion and sociality of young children.

(1) Promoting cognitive development in young children

Role play is based on young children's impression and understanding of life. The roles in the game can arouse young children's interest, focus their attention, enliven their intellectual activities, and enable them to learn in a relaxing and pleasant atmosphere, thus promoting their intellectual development. The typical characteristic of role play is symbolism. In the game, young children often play roles with their own actions and language, and hypothesize the actions and scenarios of the game by means of imagination and creative performances, which will be characterized by substituting objects for objects, objects for people, and people for objects, and people and objects without

customized representations. This in turn develops young children's imagination and creativity; through communication and actively thinking of solutions to various problems that arise, young children's thinking, language and problem-solving skills are developed.

(2) Promoting the social development of young children

Early childhood social development is an important area of preschool education, good social development is important for the healthy development of young children's physical and mental health, which is conducive to the development of young children to promote emotional and emotional development, promote the development of pro-social behavioral skills, and is conducive to the formation of a sound and qualified person. Among them, self-awareness is the foundation of human social development, and the development of appropriate self-awareness is the first step of human social development. Typical characteristics of infancy and early childhood are egocentricity, lack of empathy, and inability to look at problems from the perspective of others. The understanding of roles and role-playing in role-playing promotes children's understanding of the characteristics of other roles in society, which plays an important role in promoting the development of children's ability to see things from other people's perspectives. Through role-playing, it helps young children develop appropriate self-awareness, develop empathy, and get rid of self-centeredness.

Role play facilitates the building of peer relationships. Role play requires social interaction and social activities in accordance with the characteristics of the characters, in which young children are prompted to have inter-role interactions, learn to express the feelings and desires of the characters, understand the wishes and attitudes of the other characters and respond to them, which also has a contributing significance in the establishment of social behaviors and formation of social cognition, and at the same time, it promotes the establishment of realistic peer relationships.

(3) Promoting the development of moral sense and emotion in young children

Role play is a process of learning and practicing social roles through role-playing, communicating as a character, exercising role obligations and powers, and realizing role emotions and feelings. Young children can not only understand different role relationships and learn the obligations, responsibilities and rights of the roles through learning and imitating role behaviors, but also learn the behavioral norms of people in social life through learning and imitating the attitudes and emotions of the roles, and internalize the social norms into their own behavioral norms, which has a good effect on the development of young children's moral consciousness and emotions.

(4) Cultivating the will quality of young children

The role itself contains an example of action. The game requires children to always compare their own behavior with that of the characters and regulate their own actions according to the requirements of the characters, otherwise they will destroy the relationship between the characters and affect the game process, and the game partners will also oppose such destruction. Role play requires children to abide by the rules of the game and to control their actions according to the rules inherent in the game in order to ensure that the game runs smoothly. In order to perform their roles in the game, young children can voluntarily obey the rules and try to overcome difficulties to make the game go on smoothly, which promotes the improvement of young children's self-control and the development of their will quality.

(5) Promoting the development of body and language of young children

In role play, children keep operating various objects with pleasant emotions, which promotes the improvement of children's small muscle activities and hand-eye coordination, and is conducive to children's physical development. In the game, children need to exchange information constantly, children need to express their own ideas, but also need to receive the verbal signals of others, in this kind of verbal activities, children have to imitate the real-life scenes in the role of the interaction process, but also to create a hypothetical way of interpretation. In this kind of interaction and interaction, it has a great role in promoting the development of young children's language.

3. Problems of Role-play for Children in the Middle Classes

Role play in kindergarten has developed to a relatively perfect stage in the middle class, the cognitive development of the middle class children is further developed, the level of the game is mainly based on joint games, and the children have begun to have a thematic awareness and preliminary cooperation, but there are also many problems, mainly in the following aspects: the content of the game in terms of the theme and the plot is constantly expanding and enriched, but there is still a lack of stability of the theme, the plot is not consistent enough and systematic problems; the content and depth of the game is not enough; the teacher is not sensitive enough in the guidance of the role there. The content and depth of the games are not enough; teachers are not sensitive enough in the guidance of roles.

(1) Lack of social role consciousness, unstable theme and frequent change of scene

The children in the middle class are in the stage of joint games, the children's role consciousness in this period has a certain degree of play in that, but it is still relatively weak, basically able to act in accordance with the requirements of the role, but it is easy to be disturbed by the outside world, and there are frequent changes in the situation. For example, in the barbershop game, as a hairdresser, the children saw other supermarkets and kitchens are more lively, they ran to other places to cook and shop. Frequent change of scene greatly reduces the experience of children's role-playing, makes children's play only stay on the surface and cannot go deeper, and makes it difficult to build up a bridge of communication between the game and children's emotions and hearts.

(2) Children's own lack of role experience makes the game simple and repetitive.

The cognitive level of middle school children is further developed, but their thinking is still based on concrete image thinking, and their dependence on physical objects is still very high. Therefore, when middle school children play role games, their use of game materials is limited by the shape of substitutes, and the similarity in shape between play and teaching aids and physical objects affects the extent to which children can apply the materials in role games. Because children do not have sufficient life experience as a basis, role play is often simple, repetitive, and stay on the surface, losing the role of the game should be wonderful. [2]

(3) Insufficient sociality and insufficiently rich game content

Middle school children are in the stage of joint games, they still have a certain understanding of the game theme, and they also have the willingness to play and socialize with others, but due to the lack of social development, the level of social interaction skills is not high, and they can't effectively cooperate with other roles. In terms of language and social skills, they are able to carry out simple conversations, and the contents of the conversations are centered around the materials, such as borrowing and returning materials and evaluating the results of the game, but they are not yet able to carry out meaningful communication based on the development of the game plot and the identity of the characters.

(4) Insufficient game planning

There is an obvious lack of planning in the process of role-playing in the middle class, with a high degree of arbitrariness and chance. Fewer children can make simple role assignments, and fewer children will discuss roles before playing the game, or the depth of discussion on the theme is not deep enough, so it is easy to scramble for roles when assigning roles. At the same time, the children tend to play their own roles during the game, and the communication between the roles is not enough, showing a superficial phenomenon. On the other hand, the choice of the theme of the game is more random and unplanned, and the randomly generated theme can easily limit the imagination and creativity of the children, and reduce the interaction and interaction between the roles.

(5) Insufficient effectiveness of teachers in guiding the games

The effectiveness of teachers' guidance in role-playing is insufficient in the process of middle-class role-playing. Most of the teachers in guiding role play are explaining and emphasizing the rules and ways of playing; solving disputes in the game, especially the scrambling for roles and materials; most of the teachers in the way of guiding the game use participatory guidance to participate in the game with the roles, and often show the dominant role in directing the game, playing a leading role in the development of the game and its development, and there is the problem of over-guidance of the game.

4. Role Plays Guidance Strategies for the Middle Class

Teacher guidance in role play plays an important role, and appropriate guidance from teachers can significantly improve the level of role play in middle-class children. Based on the problems of role play in the middle class, the following guidance strategies are proposed in order to better realize the value of role play.

(1) Utilize children's autonomy and guide them to determine the theme

The play experience and life experience of the middle class children are not rich enough, and there are discontinuous, one-sided, and even fragmented characteristics, and the birth of many game themes is also with randomness and individuality, but it is extremely valuable. [3] The randomness and individuality of play themes derived from children's life experiences are closely related to children's interests. Therefore, before the role play is carried out in the middle class, teachers should observe the children's points of interest, start from the children's interests, give a loose and free environment, and guide the children to freely choose and discuss their understanding of the roles. In the process of children's discussion and choice of roles, teachers consciously guide children to summarize and generalize the theme, and finally guide children to complete the discussion and determination of the theme on their own. This greatly utilizes children's autonomy and further enriches children's understanding of the theme of the game.

(2) Teachers and children work out the content of the game together and make a game plan

After determining the theme of role play for young children, teachers need to guide children to think and discuss the roles under the theme, so that they can allocate the roles; guide children to choose materials independently according to the discussion of the game situation; in response to the discussion of the children's game situation, teachers need to be good at identifying problems and guide children to discover the problems on their own, and then discuss the solutions to the problems; at the same time, they also need to help children to At the same time, it is also necessary to help children clarify that the rules of role-playing are to play according to the characteristics of the roles, and to help children build up the awareness of maintaining the theme and rules of the game on their own. Based on the guidance of the above aspects, the teacher and the children will finally complete the game plan together.

(3) Emphasize independent sharing and evaluation after role-playing

Focusing on sharing and evaluation after the game is conducive to children's independent thinking about the game and improving their understanding of the game. Teachers can let children share their time during the game and their experiences in the game after the game, and encourage them to make relevant evaluations of the game process and speak their own views. A variety of ways to encourage children to share and evaluate, can be used to take turns, small games name and name, and other ways to guide children to participate in the game evaluation session. Finally, the teacher can summarize the evaluation according to the children's self-assessment or other evaluation, to ensure that the evaluation is comprehensive, and focus on highlighting the highlights of the children's game, which can not only enhance the interaction between teachers and children, but also lay the foundation for future games.

(4) Create a good role-playing environment

The play environment refers to the sum of conditions provided for children's play activities, including the physical and psychological environments. Based on this, we should provide and create a material environment that is in line with the psychological age characteristics of children in the middle class, and we should choose a variety of low-structural materials that are relatively small in number, which can stimulate children's creativity and imagination. At the same time, a warm, harmonious, relaxed, democratic and equal psychological environment should be created, which is conducive to mobilizing children's positive emotions, making it easier for them to obtain positive emotional experiences, and improving their sense of participation and achievement.

(5) Focus on timely intervention and guidance

In order to deepen and improve the role play of middle school children, it is indispensable for teachers to intervene appropriately in the game. Appropriate teacher intervention can help promote the effective play of the game. On the contrary, teachers' untimely and subjective intervention in the game will directly affect the creativity of children's role-playing and the improvement of children's problem-solving ability. [4] Teachers should carefully observe the progress of children's games, seize the time to intervene in time, and avoid participating in the guidance too early or too late. In addition, teachers should pay attention to the appropriateness of guidance in the development of role-playing games, avoid excessive guidance that completely dominates the development of the game, and should insist on taking children as the main body of the game.

5. Conclusion

Role play is one of the most important and typical games for preschool children, and the middle class stage is the period of the highest incidence of this game category. Providing the most suitable support for young children is the goal of pre-school education research. Attaching importance to the problems of role play in the middle class, creating a good play environment for young children and putting forward targeted and effective guidance can guarantee the effectiveness of role play activities to a greater extent and ultimately support the development of young children.

References

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