

Problems and Countermeasures in The Routine Education of Kindergarten Children

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Abstract: *Life routine is one of the important contents of early childhood education, and early childhood is an important period to form good habits. Good life routine education is conducive to improving children's self-care ability, and help children to develop good living habits. Researchers use literature and observation methods of J garden life routine education work research, found that the purpose of life routine education is not comprehensive, not according to the development of children and need to adjust the rules, in the execution of life routine education pursuit of simple and efficient way, the subject of the evaluation is given priority to with others. After reviewing the relevant literature and making field visits, the researchers analyzed and described these problems. Based on the existing problems, teachers should clarify the purpose of education, create a good learning environment for children, adopt diversified education methods, help children improve their awareness of rules, advocate the diversification of evaluation subjects, strengthen children's awareness of rules, and promote children's physical and mental development.*

Keywords: Life routine, Life routine education, Existing problems

1 Introduction

The establishment of a good living routine is not only a requirement and need for teachers to maintain the order of class activities, but also one of the important channels for effectively improving the all-round development of young children. "The daily life organization of kindergartens should start from reality, establish necessary and reasonable routines, adhere to the combination of consistency and flexibility, and cultivate children's good habits and initial self-care ability." [1-3]. The formulation of children's living routines is that teachers make corresponding plans and arrangements for children's daily activities in the kindergarten, the purpose of which is to enable children's daily life and activities to be carried out and carried out in an orderly and step-by-step manner, better cultivate and enhance children's living habits and self-care ability, and ensure the healthy growth of children. Some researchers believe that when formulating conventional rules, teachers are the main force, and young children do not participate in their formulation, and in most cases, teachers set rules and require young children to abide by them, and will not consult with young children. [3] Kindergarten teachers have more negative attitudes during the implementation of regular education, preferring children who are relatively obedient in kindergartens and paying less attention to children's emotional experiences and psychological appeals. [4] The cultivation of children's awareness of rules mainly adopts teaching activities, icon hints, and role model demonstrations. [5] a very important role in the routine education of kindergarten life, and strengthening home cooperation is also one of the ways to help small class children practice good routines. [6] Researchers have conducted a lot of research on the goals, contents, and methods of daily life education, but the education related to daily life education begins at the small class level. It is easy to ignore the routine performance of children of all ages. Most kindergarten children are between the ages of 4-5, and they are in a critical period of succession in early childhood education, although their language and thinking skills are improved compared to the small class stage, but there will also be some violations. How to better cultivate the good living habits of middle school children and improve

their self-care ability, what problems teachers have in carrying out routine education in life, and how to carry out them, this question has aroused the author's research interest.

(1) Study design

Definition of concepts

Kindergarten regular education

Kindergarten routines are relevant regulations to ensure the smooth implementation of activities such as kindergarten life and learning. [7] Regular education in kindergartens refers to the education that children can correctly learn and abide by the norms of various activities in the interaction, life and learning activities of kindergartens.

(2) Kindergarten life routine education

Kindergarten life routine education is based on the rules of children's physical and mental development and age characteristics, in order to improve children's self-care ability, promote all-round development, facilitate class management and guide children to abide by the rules and standards of behavior in the process of kindergarten life, form good habits and carry out educational activities. [8]

Regular education for kindergarten children

In order to improve the self-care ability of 4-5-year-old children, develop good living habits, promote all-round development, and guide children to abide by the rules and standards of behavior in the life of the kindergarten.

(3) Research methodology

The researchers mainly used the observation method to study and analyze the problems existing in the routine education of the middle-class life of J Kindergarten in Zunyi City.

Research subjects

In order to make the research smooth, the researchers chose the middle class of Zunyi J Kindergarten as the research object. Kindergarten children are between the ages of 4 and 5 and are also in the researcher's class, and can participate in and observe the development of routine education throughout the process. Although they already have the experience of learning routines in small classes, there are still cases of poor routine performance after entering the middle class.

(4) Research tools

The main research tool used in this study is the observation record table, with reference to Tang Yanan's "Kindergarten Small Class Life Routine Education Research - Taking Two

Kindergartens in Dezhou City as an Example", the researchers made adjustments according to the content of the study, and observed and recorded the development of the routine education of the children in the J kindergarten, including the content of the life routine, the implementation method, The subject of the evaluation and the degree of compliance of young children with the rules of formulation.

(5) Research process

In order to understand the development of the routine education of children in the middle class of J Kindergarten in Zunyi City, the researchers observed the routine education of life as participants and observers, and the entire observation content focused on the daily life of the children. Researchers will record valuable cases in the process of research and observation as a whole analysis data.

2 Problems in The Routine Education of Kindergarten Children

The content of life activities in kindergartens is complex and important, so preschool teachers need to develop certain routines to restrain and manage young children in order to maintain order in the class. In daily life, due to the age characteristics and individual differences of young children, when teachers carry out routine education in life, it is inevitable that there will be some problems in which children are difficult to meet the standards of teachers.

The routine of life emphasizes the discipline of young children and ignores the initiative of young children

The fundamental purpose of the daily life of kindergartens is to "cultivate the awareness of rules to promote the comprehensive development of young children," so as to help teachers manage classes and maintain class order while improving children's self-care ability and enhancing their awareness of rules, so as to ensure the smooth development of various activities. However, teachers face so many young children, the purpose of routine education is more focused on teachers to manage the class and maintain class order, rules become a tool for teachers to control young children, and use this to restrain children's behavior. In the process of carrying out routine education in life, teachers often regard themselves as the commander of education, young children must stand in the designated area to drink water, eat to drink soup, cannot drink water before napping, etc., teachers' pay more attention to whether children have violations, less attention to whether children really form the right rule awareness and whether the needs of physical and mental development are met.

Case 1: Before the teacher organizes the child to sleep, first emphasize the requirements for the child to sleep, keep quiet, and only take off the coat. No matter how much the teacher emphasizes, there are always some young children who will take off their socks and pants. Han Han is one of them, he will quietly take off his socks and pants in the quilt every time, the teacher found out about his move, directly sat next to him to supervise him, usually lying for ten minutes can fall asleep, the teacher is still awake after an hour has passed.

In Case 1, the teacher asked the toddler not to take off his socks and pants when he slept because he was worried that the toddler would play with the socks and would not be able to find the socks when he got up, increasing the workload. And imitation is the most important way for young children to learn, if there is a young child to take off the socks other children will also follow the learning, some children at home have formed the habit of taking off the socks to sleep, so the formulation of rules should be flexible and diverse, teachers

should be based on the different needs of young children to flexibly adjust the rules, rather than as a tool for bondage .

The content of routine education is uniform, ignoring the individual differences of young children

The content of kindergarten life routine education is very meticulous and cumbersome, and when teachers carry out routine education of children's lives, most of them educate young children according to their own experience. In addition, the family environment in which young children are located is different, which will also make children have individual differences in the development process. The routine education of kindergarten life contains a lot of content, the time of life content is uniformly stipulated, and what time point and what to do are arranged in advance. In the observation, it was found that the content of these routines of life is formulated for all children in the class, and most of the children are shaped into the same appearance, so that too many and unified rules are difficult for young children to form a correct sense of rules, and it is easy to ignore the individual differences of young children in the process of development, which is not conducive to the healthy growth of children's physical and mental health.

Case 2: When the lunch break arrives, the teacher asks, "Have all the children gone to the toilet?" When you go to bed for a while, you are not allowed to get up and go to the toilet. "The children all said that they had gone to the toilet, and then some children said that he saw Yingying children go to the toilet but did not go to the toilet. The teacher said, "I'm not going to go now, and in a moment, you're going to get up and go to the bathroom to disturb the other children." Saying that, he personally took Yingying to the toilet.

In Case 2, the teacher requires all children to go to the toilet before going to bed, so as to avoid getting up in the middle of the way to disturb other children's rest or bedwetting, which ignores the actual needs of different children. Every child has his own uniqueness psychologically and physically. Therefore, teachers should take into account the individual differences of young children when formulating routines.

Teachers tend to perform routine education in a simple and convenient way

The best means to implement the content and purpose of life education is the education method, and the appropriate way can help young children form good living habits and achieve good results. The way of routine education in kindergarten life is diversified, with language prompts, body movements, and role model demonstrations. Researchers have observed that when conducting routine education in life, teachers first narrate and emphasize that rules should be followed Then perform its case. In the process of implementing the rules, teachers are more likely to use some simple ways that allow young children to abide by the rules in a short period of time, and language reminders, mandatory actions, and demonstrations by children are the most common ways of education. However, these methods do not cure the symptoms, and without the teacher's reminder, young children will still have violations and do not really understand why they should abide by these rules.

Case 3: When eating lunch, the teacher first asks the group that performs well to come up to carry the meal, and the group that is not invited to wait quietly. When Ying Ying was not invited, she went directly to serve the meal, and when the teacher saw it, he directly took her meal away and reprimanded: "Which group are you in?" Did the teacher please you? Go down and sit down. So Yingying went back to

his seat.

In Case 3, Ying Ying went directly to get the meal without the consent of the teacher, and the teacher used a mandatory action to take Ying Ying's meal away after seeing it, just to tell the child to follow the rules. This kind of use of mandatory actions and verbal reminders is the most common educational method used by preschool teachers in the cultivation of rules, temporarily helping children to regulate their own behavior, but not so that they really understand the meaning of abiding by the rules.

The evaluation body of routine education is mainly based on the evaluation of others

Evaluation has the functions of supervision, guidance and promotion in the daily life of kindergartens, and the diversity of evaluation subjects is directly related to the effectiveness of daily life education in kindergartens. In their observations, the researchers found that for young children with violations, teachers evaluated the routine performance of the child more from their own perspective or from the perspective of other children, and did not let the child participate in the evaluation of routine education. This ignores the educational principle of taking young children as the main body and the self-evaluation of young children, which is not conducive to the healthy development of children's physical and mental health.

Case 4: It's time to reward ultralight clay again, and every Friday the teacher will give superlight clay to the toddlers who perform well. It's almost time for school, the teacher is organizing the children to queue, in the process of queuing, Rarity is either in line or running around, the teacher saw and said: "Today we are going to send ultra-light clay, those children who sleep badly and do not queue well can get the teacher's clay?" "Can't get it. The children spoke out loud. "Kids look at Rarity, what is he doing?" Can I get the teacher's clay? "No, you can't." "On weekends, other children have clay to play with, but he doesn't."

In Case 4, Rarity did not obey the teacher's arrangement and did not comply with the teacher's requirements when queuing, so the teacher asked other children if he could get a reward, and the children evaluated it under the guidance of the teacher. The criterion for this evaluation is whether Rarity listens to the teacher, and the main body of the evaluation becomes the teacher and other young children. When teachers evaluate the routine education of life, they should guide young children to conduct self-evaluation, and children can better understand whether their behavior is correct when conducting self-evaluation, in order to internalize the rules, understand and agree with the rules, and can actively comply without the prompts of adults.

3 Analysis of The Causes of Problems in The Routine Education of Middle School Children

Life and life routine training is the beginning of the child when they first enter the small class, the middle-class children have the life experience of the small class, but the middle-class children still have some problems in abiding by the life routine, for the teacher, the cultivation of children's good life routine worksheet is also the top priority.

Preschool teachers have not established a scientific concept of routine education

In the regular education of kindergartens, teachers are the guides, supporters and organizers of the whole education, but in real life, in order to maintain the order of class activities, teachers become the implementers of regular education. The main body of the formulation and implementation of the

regular content is the teacher. Young children are only a tool for teachers to implement routines, and teachers tend to ignore the subjectivity of young children when implementing educational content, so that young children need to rely on the reminders of others to accept the routine, they do not personally participate in the experience of making rules, and they cannot constrain and regulate their behavior according to their own inner thoughts. Researchers learned that teachers believe that life routines are cultivated from a small class, and young children already have experience in life routines, and there is no need to spend most of their time on the cultivation of life routines, so when young children have violations, teachers only rely on preaching and mandatory actions to prevent children from violating the rules. This approach will have an immediate effect, in fact, young children do not really learn the sense of rules.

The conditions for running the kindergarten affect the development of routine education

The conditions for running the kindergarten will affect the quality of the activities carried out by the teachers, and the class capacity, space, activity venues, teaching equipment, etc. of the kindergarten will affect the effect of the activities. Kindergarten children are in a specific image thinking, strong imitation ability, in the routine education, teachers can use the way of video recording of children in life activities good routine performance and bad routine performance recorded, and then use kindergarten equipment to play, organize young children to watch, guide young children to observe and analyze and judge these phenomena, help children internalize the rules. However, the teaching equipment of the kindergarten where the researchers are practicing has not yet been perfected, and in the face of various violations of young children, teachers can only verbally emphasize the routines of young children. The effect of preaching alone is not so good, and over time, young children are accustomed to the teacher's yelling, and the teacher does not have much energy to carry out routine education in life.

Teachers' evaluation of routine education in life is unscientific. The scientific and reasonable evaluation of kindergarten life routine education plays a guiding and promoting role in the cultivation of children's daily routines. In the evaluation of the routine education of kindergarten life, most teachers take whether children listen to the teacher's words and whether they can keep quiet in activities as the most important evaluation criteria, and this evaluation standard is too single and does not focus on the development of young children. The work of kindergarten teachers is stressful, limited energy, cannot pay attention to all children, occasionally will make inappropriate evaluation of the routine performance of young children, for the violations of young children, usually use negative evaluation methods. Kindergarten teachers should focus on encouragement when evaluating children, and negative evaluation will dampen their self-confidence. Young children are young, lively and active, like to touch here and look there, cognitive ability is still limited, and self-control awareness is poor. For the safety of young children, teachers usually supervise young children with their own and collective roles, judge and evaluate their behavior. In the evaluation, teachers only focus on teaching order and discipline, and ignore the ultimate goal of early childhood development.

4 Countermeasures for Problems in The Routine Education of Kindergarten Children

The cultivation of good living routines is not obtained by

relying on stereotyped dogma, but requires teachers to lead by example, adopt an education method suitable for young children, avoid the blindness and arbitrariness of education, and let young children be subtly affected in a relaxed and pleasant environment.

Kindergarten teachers should establish a scientific concept of routine education

Early childhood teachers are the organizers of children's daily life and play an important role in early childhood education. The educational concept held by teachers directly affects their educational methods, and teachers must establish a scientific and reasonable educational concept, give play to the main position of young children, and use step-by-step educational methods to inspire children's self-management thinking in accordance with the development law of young children.

Routine education should pay attention to the main position of young children

The main body of kindergarten education is young children, and its main position should be fully reflected and faced in the routine education of teachers, teachers should lead children to self-management, reduce dependence on others as much as possible, and learn to discipline and adjust their own behavior according to their inner thinking. The personal experience of young children is crucial to helping them establish and form routines, so the importance of their subjects' life experiences is self-evident. [9]Therefore, when carrying out routine education in life, teachers should actively mobilize the initiative of young children, understand the interests and development needs of young children, and let young children participate in the formulation of rules. Compared with small class children, the cooperation of middle-class children is gradually increasing, and they have a clearer sense of behavior, so that teachers and children can work together. When discussing and negotiating the formulation of life routines, they can feel that the rules are internally necessary rather than imposed from the outside, so as to help them regulate their behavior and strengthen their sense of rules.

Routine education should respect the individual differences of young children and follow the characteristics of children's physical and mental development

There can be no two identical leaves in the world, nor can there be two identical toddlers, each with its own characteristics. Therefore, when establishing and implementing life routines, teachers should fully consider the physical and mental development characteristics of young children, and formulate rules and requirements according to the actual situation of young children. Each child has its own unique personality characteristics, some children are active, drinking water demand is large; Some children are quiet, and the demand for drinking water is relatively small, so teachers do not have to make unified drinking water requirements for young children. During napping, some young children do not have the habit of napping, and teachers do not have to restrain all children with the requirement of "must sleep quietly". In short, the routine of life should not be limited to the rules and regulations formulated, but should be flexibly adjusted and appropriately changed according to the personality characteristics and actual needs of young children. Due to the strong plasticity of kindergarten children, but also an important period to improve their self-care ability and enhance their awareness of rules, so their routine education in life cannot be "one size fits all", but should adopt a step-by-step approach to educate middle class children, so that they can accept and accept step by step Master the

routine.

Create a suitable kindergarten environment to help children better adapt to kindergarten life

The kindergarten environment is divided into two forms: spiritual environment and material environment, which is also a collective living place, so a good living environment is more conducive to the healthy and happy growth of young children.

Create a suitable spiritual environment and build an equal and harmonious relationship between teachers and children

Compared with the physical environment, the spiritual environment is an invisible education. Kindergarten teachers should establish a warm and comfortable atmosphere of interaction with young children, create a good psychological environment for young children, and let children feel that they are an individual who is respected and needed. In the development of routine education in life, first of all, teachers must learn to change from the role of "leader and commander" to "guide and collaborator". Second, young children should be treated as equal and independent individuals, giving them the right to participate fairly and the opportunity to express their opinions, so that they can participate in the joint consultation and formulation of rules. Finally, we must give more encouraging evaluations to young children, do not easily criticize young children, and treat each child fairly and justly, so that children can better grasp the rules in this equal and harmonious atmosphere.

Teachers make full use of the environmental resources of kindergartens to cultivate good living habits of young children. Kindergarten children are highly malleable and susceptible to the influence of the surrounding environment, so routine education should give full play to the influence of the environment. The environment is not only a glamorous wall decoration, but also a "third teacher" who acts as a child. When decorating the environments such as walls, floors, stairs, corridors, pools, etc., teachers should not only be beautiful, but also integrate some basic knowledge in daily life into it, so that the environment can speak, silently educate and guide them silently, so as to achieve the purpose of children developing good living habits. In addition, in the process of education, teachers cannot blindly and blindly judge whether children's behavior is correct, but more reflect on whether their requirements meet the developmental needs of young children. Compared with the teacher's simple preaching, the role of environmental resources is imperceptible, and it is a "silent" education, so teachers should make full use of environmental resources to develop children's awareness of routine life.

Teachers adopt a variety of lifestyle routines

The main purpose of routine education is to "cultivate children's awareness of rules and promote the all-round development of young children". Therefore, teachers should deftly adopt educational methods suitable for young children in accordance with the actual development needs of children in education, so as to enhance the interest of routine education in life.

Teachers use games to raise children's awareness of routines

In the development of routine education in kindergarten life, simple and fast ways may not be able to make children more aware of the rules. Therefore, if you want to educate young children more effectively, you must adopt an education method that is suitable for young children. Play is a self-motivated and enjoyable activity, and it is also the most enthusiastic and acceptable form for young children. Independent and free play can promote the healthy and

orderly development of young children themselves, and has important value in the routine education of life. Because the intentional behavior of kindergarten children begins to develop, they have an initial sense of responsibility for the tasks they undertake, so teachers can carry out "big with small" activities accordingly. Activities help young children internalize rules. Young children at this stage like to do a variety of games, when they do games are interested and do not feel tired, not only love to play but also play and learn, so teachers can Organize children's life activities into finger games, guide children to play rules, help children remember and understand, abide by the rules of the game, and improve the awareness of rules.

Teachers make full use of their role models to motivate young children

The specific image of thinking, self-awareness and imitation of kindergarten children is gradually strengthened. [10]Teachers and peers are important influencing factors in the social learning process of young children. The teacher's words and deeds are the "role models" for young children to learn, subtly influencing the development of children in all aspects, and the role of peers is also the same. The experience of young children comes from life, they feel everything around them, they see it in their eyes and remember it in their hearts, and they will also look at everything around them like a mirror Project into your own words and deeds. Just as the so-called "teaching by word and deed", what young children are required to do, teachers must also do. Require young children to develop good eating habits, not picky eaters, not partial to food, teachers should not discuss in front of children what they like to eat, do not like to eat; First of all, teachers should keep quiet, do not make loud noises when young children fall asleep, chat and laugh with other teachers, and try their best to avoid loud reprimands to young children who refuse to fall asleep. Because young children are in the pre-computing stage and have self-centered characteristics, they like to "sabotage" in sleep, queue, eat and other links., to attract the attention of others. At this time, teachers should control their emotions, criticism and reprimand will only strengthen the negative behavior of young children, and teachers can exert the influence of their peers, praise good children or progressive behavior, and children's attention will shift to correct behavior, thus playing an exemplary role in motivating children to learn.

Multi-subject participation and evaluation of routine education in kindergarten life

"Administrators, teachers, young children and their parents are all participants in the evaluation of early childhood education. The evaluation process is a process in which all parties participate, support and cooperate with each other. [11]Kindergarten teaching includes daily life education, and its evaluation work should also be multifaceted.

In addition to the kindergarten teacher, the main body of the evaluation can also be a young child. However, due to their young age, young children are often self-centered in evaluation, and their cognitive ability has certain limitations, and they rarely participate in evaluations. Under the guidance of the teacher, young children can evaluate their own and others' behavior through the guidance of the teacher. In the process of evaluation, children's observation, expression ability and thinking ability can be cultivated and tempered, and can also promote the development of their subjective initiative. In addition, parents can be allowed to participate in the evaluation, because parents are the closest and most

familiar people to the child, and they know more about the child's situation. Parents are the most important resource in the evaluation of daily life teaching, so teachers should communicate with parents on a regular basis to communicate with their children's regular performance. Evaluate the child's behavior at home, teachers understand the specific situation of the child from their evaluation, further improve the evaluation system of routine education, and promote the formation of good habits in young children. In addition, you can also let the management of the kindergarten participate in the daily life education evaluation, and the instructor can improve their self-assessment. Daily life education is a time-consuming task that requires teachers to carefully and patiently observe the behavior of young children, and to give praise and evaluation in a timely manner. The assessment of multi-subject participation can give full play to the subjective initiative of young children and is conducive to children's physical and mental development. The evaluation of multi-subject participation can highlight the subjectivity of young children and promote their healthy physical and mental development.

5 Conclusion

In this study, the middle class of J Kindergarten in Zunyi City was selected as the research object, the appropriate research method was selected, and the problems existing in the routine education of kindergarten life were studied in depth, and the existing problems were analyzed and relevant suggestions were proposed.

The study found that there are some problems in the purpose, content, implementation method and evaluation of teachers' routine education, and in terms of purpose, teacher management focuses on early childhood development; Individual differences in young children are not taken into account in terms of content; The implementation method is simple and the evaluation is single. For the existing problems, the researchers combined with the actual situation and consulted the relevant literature, put forward some suggestions: educators should establish a correct concept of routine education, adopt diversified educational methods, multi-subject participation in evaluation and create a good learning environment for young children, help children form a correct conventional awareness, and promote the all-round development of young children.

There are also deficiencies in the whole research, such as insufficient detail in observation, insufficient education cases, lack of theoretical knowledge, and many of them rely on their own subjective understanding when analyzing problems, and there is no sufficient theoretical basis, which are the places that researchers need to strengthen in the future.

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