



A Study on The Current Situation and Improvement Strategies of Poor Eating Behavior

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Abstract: Bad eating behavior will have an important impact on the growth and development of young children, long-term irregular diet will lead to the normal development of young children become slow, there is no spirit when exercising, causing a huge impact on the health of young children. A total of 150 small class children in several kindergartens in Zunyi City were randomly selected, and the observation method was used to understand the various manifestations of small class children in the process of eating in the park, and it was found that the problems existing during meals were: some children's eating independence was not strong, children's eating concentration was not high and easy to be distracted, most of the children's eating speed was too fast or too slow, and the phenomenon of picky eating was serious. On this basis, effective strategies are proposed: pay attention to children's eating emotions, create a good eating environment, increase children's acceptance of food in multiple ways, teachers adopt correct eating education methods, and teachers improve their own dietary nutrition knowledge to help small class children improve their bad eating behavior.

Keywords: small class children, bad eating behavior, improvement strategies

1 INTRODUCTION

For the study of poor eating behavior in young children, many scholars have studied it in a variety of different ways. Guo Jingxi's research results show that "young children are not independent enough when eating, the frequency of picky eating is more serious, it is easy to be attracted to other things during the meal process and the concentration of eating is not high, most children have a meal time that is too long or too short, and the phenomenon of eating other junk food after leaving the kindergarten is common." [1] Ao Chunmei's research found that "young children have frequent picky eating behaviors in the kindergarten at home, and most of the children in the meal process are less regular, and the eating speed is slow and long"[2]. Wei Mei and Yuan Lijuan found in the survey that children who ate too short and too quickly accounted for one-third of the total number of children in the survey [3]. For the aspect of picky eating, studies have shown that some abnormal behaviors and movements of young children are closely related to the picky eating behavior of young children, and Sun Neng's research results show that "children have poor independence in eating, poor concentration in eating, the phenomenon of picky eating is common, and the eating speed is slow" [4]. Xu Zhejiang, Gu Xiujuan, etc. pointed out that "playing while

eating", "eating when walking", and "eating too little" are the three most prominent bad eating habits of today's preschool children [5]. In summary, it can be seen that most of the studies combine the research in the kindergarten and the research on the children at home, but only to investigate the bad eating behavior of young children in the process of eating in the kindergarten is less research, as far as the research subjects are concerned, the bad eating behavior process of young children is mainly aimed at children aged 3-6 years old, middle and large classes, and only a small number of small class children are studied. Therefore, this paper only takes small class children as the object of this study, and takes the current situation and strategies of poor eating behavior in kindergarten children as the theme of this study.

2 RESEARCH DESIGN

2.1 CONCEPTUAL DEFINITION

(1) Poor eating behavior

Eating behavior refers to the external behavior of people in the process of eating, and in this study, bad eating behavior is defined as inappropriate behavior and phenomenon manifested during eating.



(2) Kindergarten toddlers

In this study, small class sizes were defined as children aged 3-4 years.

2.2 RESEARCH METHODOLOGY

In this paper, the observation method was mainly used to study the bad eating behavior of 150 small class children in Zunyi City in the kindergarten

(1) Research subjects

In this study, a total of 150 small class children in various kindergartens in Zunyi City were randomly selected for observation, with an age stage of 3-4 years old, of which 80 were boys and 70 were girls. The observation recorded the eating behavior and performance of 150 children at lunch, and the observation time was the first semester after the kindergarten was entered.

(2) Research tools

Through the analysis of the data found on the Internet, the bad eating behavior of young children is generally divided into five dimensions: picky eating behavior, snack eating behavior, meal concentration, meal independence, and eating speed, but the author's research this time is the bad eating behavior of young children in the kindergarten. Therefore, in the production of this observation record table, it is divided into four dimensions: meal independence, meal concentration, eating speed, and picky eating behavior. The observation record sheet required for this research was developed to observe the bad eating habits of young children in the kindergarten.

(3) Research process

In this study, a total of 150 children in various kindergartens in Zunyi City were observed, and they personally went to the small class to observe the children's lunch activities, and also used

electronic devices to collect the entire process of the small class children at lunch in the kindergarten by video and photography, and when shooting, it was filmed in places where the children could not notice, which avoided diverting the attention of young children as much as possible, and found small class children through data analysis Bad eating habits in the garden.

3 THE CURRENT SITUATION OF POOR EATING BEHAVIOR OF SMALL CLASS CHILDREN IN KINDERGARTENS

3.1 SOME YOUNG CHILDREN ARE NOT INDEPENDENT ENOUGH TO EAT AND NEED TEACHER ASSISTANCE

Chen Heqin believes that the independence of young children should be cultivated from an early age, and the things that children can do by themselves, adults should not intervene to help, so that children can complete it independently. Studies have shown that young children learn to use spoons at nine months of age, and children over 2 years old can eat independently [6]. On this basis, in kindergartens, we should pay more attention to the cultivation of young children in this regard. In the observation, it was found that although the toddler's meal time is relatively long, the skill of using the spoon to eat is not very skilled, but in this atmosphere, the toddler sees that other companions can eat alone, will also be affected, will not let the teacher feed, but some young children, because they do not like to eat the day's meals, picky eating, or their own appetite is not good, resulting in eating too slowly, the time is too long, the teacher will pick up the toddler's bowl and spoon at the end of the meal time, feed the toddler to eat, help them quickly Finish the meal.

TABLE 1 TABLE OF CHILDREN'S INDEPENDENCE IN EATING IN KINDERGARTENS (N=150).

Meal independence	Number	percentage
Be able to eat independently	125	83.33%
Teacher assistance is required	25	16.66%
Eat too much	9	5.71%
Eat too little	43	28.57%

As can be seen from Table 1, there are 125 children who can eat independently in the park without teacher assistance, accounting for 83.33% of the total, and 25 children who cannot eat independently and need teacher assistance, accounting for the total 16.66%, This data shows that most of the children in the kindergarten have the ability to complete meals independently, and the minority teachers who cannot complete meals independently should also strengthen the independence of this

part of the children, accounting for 28.57% of eating too little, and 5.71% of people who eat too much. The majority of young children who can eat rhythmically are still the majority.

3.2 THE CONCENTRATION OF YOUNG CHILDREN'S MEALS IS NOT HIGH



Excessive distraction during eating will lead to a slower time for young children to eat, the temperature of food will slowly decline, and it is easier to cause young children to choke on food and scatter food at dinner, so the author will include the concentration of eating into this study, in order to observe the distraction of young children in the process of eating, the concentration of young children's meals is divided into more focused, sometimes focused and sometimes distracted, often distracted three situations, so the division is based on the children's laughter and play with their peers during meals, looking east and west, others talking, leaving their seats, out of their minds, The frequency of playing tableware, running around, and other distraction behaviors, the frequency of distractions more than three times, including three times, is regarded as a child's "frequent distraction", the frequency of distractions up to 1-2 times is regarded as "sometimes distracted, sometimes focused", and the absence of distracted behavior is regarded as "more focused".

TABLE 2 TABLE OF MEAL DISTRACTIONS FOR YOUNG CHILDREN (N=150).

The number of times young children experience distracting behavior	Number	percentage
0 times	55	36.7%
1-2 times	60	40%
3 times or more	35	24.3%

As can be seen from Table 2, in the process of eating activities, there are 54 children who are more focused on eating, accounting for 36% of the total number, and sometimes there are 60 people who are focused and sometimes distracted, accounting for the total number 40%, there are 36 people who are often distracted by meals, accounting for 24% of the total number of people, overall, the observed situation of small class children eating concentration is roughly that only a small part of the children eat high concentration, attention is not high children account for the majority, it is easy to appear distracted behavior.

3.3 MOST YOUNG CHILDREN EAT TOO FAST OR TOO SLOWLY

Article 5 of the "Hygiene and Care Work Routine" stipulates that the normal eating time of young children is 20-30 minutes, so in this survey, the eating time is divided into three dimensions: within 20 minutes, 20-30 minutes, more than 30 minutes, and the speed of eating too fast refers to 20 Completed within a few minutes, the meal speed that is considered just right is 20-30

minutes, and more than 30 minutes is considered to be too slow to eat.

TABLE 3 TABLE OF THE SPEED AT WHICH CHILDREN EAT IN THE KINDERGARTEN (N=150).

Meal times	Number	percentage
Less than 20 minutes	54	36%
20-30 minutes	68	45.33%
More than 30 minutes	28	18.67%

As can be seen from Table 3, 35.85% of small class children with a meal time of more than 30 minutes, the meal time is too long and the speed is too slow, and 18.87% of the children eat too fast, but 20 Within a few minutes to complete a meal, the normal rate of eating less than half of the children, in the process of observation, even the emergence of young children eating time of ten minutes, more or even fifty minutes can not eat, this phenomenon is not optimistic.

3.4 THE PHENOMENON OF PICKY EATING IS OBVIOUS

Compared with adults, the actual demand for nutrition is higher in young children, whose lives need to rely entirely on food applications to provide energy, increase calories to maintain the body's lymphatic system functioning ability and repair damaged tissue structures, and need to rely heavily on nutrients in food, if severe malnutrition will affect the lives of young children [7]. The Dictionary of Early Childhood Education defines picky eating as "a child's choice to eat their favorite foods".[8] In this survey, picky eating is defined as: young children only eat what they usually like to eat, and they will have resistance to the food they don't like to eat, so they choose not to eat or have a dietary condition of resistance. Through the literature, it was found that young children who did not have picky eating behaviors had three significant characteristics, first, there was no obvious dislike of certain foods, and second, All kinds of things encountered in daily life are basically acceptable, and third, due to factors in all aspects of growth and development, except for those things that are too hard and thick, they are not too resistant to the softness and hardness of food .

In the survey, it was found that the current dietary situation of young children is very worrying, most of the children have this behavior, found that they only like to eat a certain kind of food that they usually like, and for other foods is to have resistance psychology, only eat their own familiar or often eat food, for new food more rejected.

TABLE 4 TABLE OF PICKY EATERS, PARTIAL EATING AND FOOD TYPES IN YOUNG CHILDREN (N=150).



Variety of food	Dislike the number of people	percentage
Meat	60	40%
vegetable	83	55%
Soybean	90	60%
Eggs	23	15%

As can be seen from Table 4, the situation of picky eating in young children is more serious, most of the young children do not like green vegetables and egg foods, in the process of eating will be more resistant to these things, do not like meat of young children up to 40%, 55% of young children do not like to eat meat, in the eating behavior found that some young children like to eat meat, Other greens are not eaten, and of all the foods, the least favorite of toddlers is soy products.

4 CAUSES OF POOR EATING BEHAVIOR IN KINDERGARTEN CHILDREN

4.1 THE INFLUENCE OF YOUNG CHILDREN'S OWN FACTORS ON BAD EATING HABITS

(1) Young children themselves are inattentive

In this study survey, young children are 3-4 years old, we all know that at this age of young children's attention is generally 3-5 minutes [9], so they are very active, attention is difficult to continue to concentrate, in the process of eating activities, as long as the teacher and the class of children make a little movement, their attention will be attracted, If a child wants to add food and vegetables, walk around in the classroom, make a sound, will attract the attention of other children, or the teacher reprimands a child to make the ground or table full of rice grains when eating, it is easy to attract the attention of other children, which will lead to their forgetting to eat, resulting in too long a meal time, and finally need the teacher's assistance to feed.

(2) Young children have their own appetite and poor mood

Young children's sense of taste sensitivity is relatively high compared to adults, the density of taste buds is also larger, at this time the young children will show love for those who eat food without special taste, so as to resist those foods with special taste [2], such as steamed eggs, Yangzhou fried rice These foods Young children like to eat, but when encountering pork liver This kind of food with a large taste, young children do not love to eat, saying that there is a strange taste, chewing in the mouth for half a day can not swallow, When eating, it is easy to grind and rub, and bad eating habits such as partial eating appear. Similarly, emotions will also affect children's eating behavior, such as encountering food they have never eaten, which is the psychology of resistance of young children, finding that the taste of food is not their appetite, and the kindergarten children have conflicts, angry will affect the children's eating behavior. In the

survey, the study also found that the exercise before the meal of young children will also affect the appetite of young children to a certain extent, the appropriate amount of exercise can better help young children digest food, so that the feeling of hunger will be generated, then the appetite will be greatly increased during the meal, but the amount of exercise is too large, it will make the children tired, in the observation process, it was found that the amount of exercise before the meal of young children is too large, and the relaxation link before the meal is lying on the table and falling asleep, resulting in a poor appetite after waking up after the meal. Similarly, the eating behavior of young children will also be affected by the health of young children when eating, and the survey found that if young children have physical discomfort, such as dizziness, headaches, colds and fevers, and nausea, they will naturally eat negatively. Therefore, when young children are emotionally excited or nervous, the food center is suppressed, which will affect the appetite and digestion and absorption of food [10].

4.2 THE INFLUENCE OF TEACHERS ON POOR EATING HABITS IN YOUNG CHILDREN

(1) Teachers' own dietary nutrition is relatively poor

In the research and investigation activities, it was found that the teacher responsible for eating himself did not have a lot of nutrition and health knowledge, and the number of healthy activities in the diet with young children in a semester was very small, resulting in relevant content and number of times not enough for children to better understand what is a good eating habit, and if some nutritional knowledge is involved in education and teaching activities, teachers only do some rough A little introduction, leading to young children in the real meal process, the teacher of the child's education more emphasis is on the dining rules, such as eating do not talk, sitting posture to be correct, do not be in a daze, etc., or to preach some of the eating behaviors that appeared at that time, but when the children appeared to be resistant to some foods, such as the teacher found that the children do not eat carrots, do not eat pork liver and other foods, the teacher will say "carrots You have nutrients in it, you can't not eat, pork liver contains a lot of nutrients, eating can become higher", They do not have sufficient nutrition and health knowledge, they are more through the channel of life experience to obtain, many vegetables and fruits teachers do not know what specific nutrition, when young children appear picky eating situation, teachers say more is that this dish is very nutritious, eat can grow tall, can become more beautiful, etc., it can be seen that their own diet nutrition knowledge should be improved, in order to better guide young children to better eat.

(2) Teacher guidance language is inappropriate

A few minutes after the toddler's meal starts, the nursery teacher will be heard urging the children to eat again, "Eat in a big mouth, faster, you are too slow", when the toddler hears this, afraid that he will be scolded by the teacher for eating too slowly, so the toddler will eat at the urging of the teacher, and the wolf spits In the observation, it was also found that some teachers will use small stickers to induce children to eat quickly, "who today's top five children who have eaten have small sticker rewards", after some children have finished eating, there will be teachers who



say "so-and-so children have finished eating, he is the first, is the best", children want to get small stickers, they all want to get praise from the teacher, so they will speed up the speed of their own meals, sometimes because of eating too fast, it will lead to toddler choking, easy to cause indigestion. When it is found that the children are talking, the teacher will say "now the mouth is for you to eat, not for you to talk" and "close the small mouth", in fact, in the process of eating, the teacher's excessive verbal reminder will interrupt the child's eating process, resulting in the child's meal is not focused, which is not conducive to the cultivation of good behavior of young children.

4.3 THE IMPACT OF THE EATING ENVIRONMENT IN KINDERGARTENS ON THE POOR EATING HABITS OF YOUNG CHILDREN

(1) Customize the recipes in the garden and match the tableware

In the survey, it was found that most of the kindergarten recipes change every week, but most of the content on the recipes is repeated, the overall taste is similar, eating for a long time will inevitably make people feel bored, and many foods, although nutritious, do not seem to have appetite at all, which will also make young children resist. In the collocation of tableware, almost all the tableware in the kindergarten is a unified bowl without pattern and ordinary spoons, so it lacks a certain aesthetic and interesting.

(2) The imitation behavior of young children towards their peers when eating

Young children at this age like to imitate, see what other children do, out of curiosity, always want to learn, do a do, in the process of eating is no exception, in the process of investigation found that up to 83.35% of young children have imitated their peers and led to bad eating habits, for example, see children playing tableware, out of curiosity she also wants to play tableware, see children in a daze, he will also appear in a daze, there When a child is talking, he will also want to speak, when the teacher praises a certain child who ate very well today and is about to eat After that, there will be young children imitating the situation, saying to the teacher, "Teacher, you look at me, I am also going to finish eating" "I also ate very well today, without speaking", they do this, they hope to get the praise of the teacher, sometimes there will be a "small competition" between the children's peers to see who eats the meal first, who eats cleaner. When there is such a competition between young children, the teacher should give correct guidance and pay attention to the comments of those children who are doing better, so as to play the role of role models in the eating behavior of young children.

(3) The impact of the atmosphere of the meal before eating

The atmosphere before eating is one of the important factors affecting the quality of children's meals, the atmosphere before eating will have a certain impact on children's emotions, teachers create a warm and relaxed spiritual atmosphere, before eating to children to tell stories, guess riddles, do finger games of educational activities, will make children feel physically and

mentally happy, most of the teachers will introduce today's recipes to children before meals, what nutrition, so as to attract their interest, promote children's appetite for eating, However, if the teacher criticizes or over-educates young children before meals, resulting in the entire pre-meal atmosphere being tense, it will affect the children's emotions and lead to poor mood, reduce children's appetite, and affect the digestive function of young children's meals.

5 STRATEGIES FOR IMPROVING POOR EATING BEHAVIOR IN YOUNG CHILDREN

5.1 PAY ATTENTION TO CHILDREN'S EATING EMOTIONS, CREATE A GOOD EATING ENVIRONMENT, AND MAKE CHILDREN EAT BETTER

In the survey, it was found that the children's emotions will affect the children's meal concentration, duration, good emotions will make the children feel physically and mentally happy, in order to better complete the meal activities, teachers should try to avoid those factors that are likely to cause children's negative emotions before the meal starts, and strive to create an external environment conducive to the relaxation of children's meals, such as in the process of preparing time before meals, teachers can discuss topics of interest to young children with the whole class, so that children's emotions can settle down. This is conducive to the smooth progress of the formal meal process, if it is found that the emotional state of the child before the meal is not right, you can try to divert the attention of the way to make the child's bad emotions disappear, so that you can eat better.

The Kindergarten Guiding Outline states: "The environment is an important educational resource, and the development of young children should be effectively promoted through the creation and utilization of the environment [11]. Before eating, create a dining environment that children like and relax, which can better mobilize children's enthusiasm for eating. The atmosphere before eating is also a point that cannot be ignored, to let young children keep their bodies and minds relaxed and happy, in this state, in order to better complete the meal activities, so, before eating, teachers can let young children rest, while playing some of the music that young children like, before the children officially eat, the teacher can introduce today's recipes to young children in a warm and kind tone, and can also use the animation elements that young children like to motivate young children to try a variety of different foods that have never been seen, and try to avoid the bad behavior of young children who are picky and picky. Before eating activities, to carry out a moderate variety of outdoor activities, which can consume children's physical energy, promote the digestion of things in the stomach, so as to increase the need and interest in food during meals, thereby promoting the digestion and absorption of nutrients, but remember to pay attention to the amount of exercise should not be too large, otherwise it will make children too tired and generally reduce appetite.



5.2 MULTIPLE WAYS TO INCREASE THE ACCEPTANCE OF FOOD IN YOUNG CHILDREN

(1) Carry out various forms of dietary health education activities

For young children, the more close the content of education is to real life, the more it can trigger the active learning of young children, and the learning effect will be better and better [12], for young children, a variety of interesting, vivid and intuitive activities can arouse their interest and satisfy the curiosity of young children. Therefore, in each semester, the kindergarten can often organize some eating activities related to the daily life of young children, such as eating dumplings in the New Year, you can let young children experience the activities of wrapping dumplings with dumpling skin, using the Lantern Festival, you can also let young children do tangyuan, etc. In such vivid and interesting activities, you can also learn a lot of healthy nutrition knowledge, and the teacher can use the fragmented time in a day's life to teach young children some nursery rhymes and ballads about nutrition and healthy diet. Let young children form good eating habits in a subtle way.

(2) Develop a reasonable nutritious recipe

In the survey found that although the kindergarten recipe is changing every week, but the taste of each dish is not much different, which is also a major reason for the picky eating in the kindergarten meal, in the scientific meal, first of all to achieve comprehensive nutrition and balance, followed by to achieve a rich variety of dishes, food production on the canteen Aunt also have to try to renovate, to cater to the taste and interest of young children, you can try a variety of cooking methods such as steaming stew [12], Find the taste that young children like and are willing to accept, so that the color and flavor are complete, for many young children do not like to resist the food, you can use food that is similar to food nutrition and children are willing to accept food to replace, the combination of nutrition and delicious two, young children will not resist, in order to meet the needs of young children for nutrition.

(3) Use tableware that meets the characteristics of toddlers' ages to satisfy their curiosity

Young children have a strong curiosity about many foods. Toddlers prefer cartoonish, cute, colorful food. It can be concluded that when the kindergarten prepares tableware for young children, it uses colorful cartoon characters that children like or various animals that children recognize and like. This stimulates the curiosity of young children and these cartoon characters and animals cannot be set in stone and should change at any time. Experimental studies have shown that young children prefer to use new items, and frequently updating cartoon tableware can stimulate children's curiosity, so that young children want to use tableware and have the desire to eat, so that children can eat happily, so that the occurrence of bad eating behavior can be reduced.

5.3 TEACHERS ADOPT THE CORRECT APPROACH TO MEAL EDUCATION

(1) Standardize the teacher's guidance when the child eats

In the process of eating, young children need a relaxed and pleasant atmosphere, so when eating, teachers try not to speak or make unnecessary attention to attract children's interest, teachers find that children have unexpected situations, teachers carry out correct guidance, use correct, scientific, short, purposeful language to make targeted suggestions for the emergence of young children Remember not to urge young children to eat, it is not recommended to use other things to induce children to eat faster, do not force young children to eat more, when young children have bad eating behavior during the meal, teachers try not to criticize young children, to find out the situation, to provide correct help as much as possible And encouragement, otherwise it will make young children become nervous, in a negative state in the entire dining activity, the mind will not be used in eating, secondly, in the entire dining activities of young children, teachers should try not to disturb children eating, when individual children have problems, they should go to the children to solve problems, otherwise they will attract children's interest, resulting in eating is not focused, for young children to eat not focused, Attention is not easy to concentrate, the teacher can only repeatedly remind the children in the routine education, so that the children can develop a good eating habit when eating.

(2) Teachers use appropriate methods to deal with problems that occur with young children during meals

In view of the rules that children need to abide by when eating, a combination of play and picture book stories can be adopted to make small class children initially realize the importance of eating and the rules of eating that should be observed The story, let the children know that while eating while playing with tableware, daze, while eating while watching such behavior is not right, so that it will cause bacteria everywhere on the table, on the ground, clothes, so that it is harmful to our body, will get sick, at the same time, the teacher can give small red flowers to children who perform well and do not have bad behavior, so that the problems of young children in eating will be reduced. For those children who are prone to picky eating, but try to change the way, you can use praise to motivate, when the young children do not appear picky eating or other bad eating behaviors, the teacher can praise in front of the whole class, or use the children's favorite stickers for rewards, the praised children, can indirectly reduce the frequency of bad eating behavior in the future, while encouraging those who love to eat picky eating children, reduce the occurrence of such situations.

5.4 Teachers improve their knowledge of dietary nutrition

In the survey, it was found that in the meal activities, when introducing recipes to young children, it is easy to not know what nutrition the specific dishes have, and will only say "This dish is very nutritious, and it will grow very tall after eating", so teachers, especially nursery teachers, should improve their own health nutrition experience knowledge, and constantly update and strengthen their own educational concepts Teachers can obtain relevant dietary nutrition knowledge from various ways, such as core journals, expert lectures, etc., in addition, teachers can often discuss and communicate with each other, learn more nutritional knowledge, in education and teaching, to young children to explain clearly what nutritional value these foods



have, what benefits are specific to the body after eating, what harm will there be if you do not eat these foods, so that young children can clearly understand, in order to reduce the situation of picky eating in young children.

6 CONCLUSION

In this study, I randomly investigated the poor diet of 150 small class children in Zunyi City, and found in the survey that the children's eating independence is high, and only a small number of children need teacher assistance; Young children's meal concentration is not high, attention is not concentrated enough, and other things are easily attracted to attention; Young children eat too fast or too slowly; The phenomenon of partial or picky eating is more serious.

In response to the various problems that arose in the survey, I proposed the following improvement strategies; Children's own aspect: pay attention to children's eating emotions, and create a comfortable and relaxed dining environment to enable children to better complete their meals. Kindergartens: Carry out various forms of health education activities such as making tangyuan during the Lantern Festival, dumplings for the New Year, etc.; Develop a reasonable nutritional recipe, so that the food becomes full of color and flavor, and it is easier for young children to accept; Use tableware that meets the age characteristics of young children, stimulate their desire to eat, and improve picky eating behavior. Teachers: improve their own diet and nutrition knowledge, which is more conducive to letting young children know the nutritional value of food; Standardize the guidance of young children when eating to avoid incorrect guidance that makes young children in a negative state in the meal activities, and use appropriate methods to deal with problems that occur in young children's meals.

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