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Research on the Current Situation and Countermeasures of Children's Sports Activities in the Context of Curriculum Gamification

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Abstract: Kindergarten education plays a very important role in the growth and development of students. Good kindergarten education can bring positive enlightenment to children physically and mentally. In kindergarten education, physical activity education is essential. Physical education plays a very important role in the development of children's physical quality and character, which can guide children to form correct exercise habits. In the development of kindergarten sports activities, the use of game based teaching methods can bring vitality to children's physical education, help children better carry out sports activities, and thus promote the growth of children.

Keywords: Curriculum gamification; Kindergarten sports activities; Interest; Physical quality

1. Introduction

Children are full of curiosity about everything in the world, among which sports activities are one of their favorite things. Through sports activities, children can fully release their nature and fully develop their body and mind. Some appropriate sports activities in kindergarten can not only improve the physical quality of children, have a healthy childhood, but also promote the spiritual development of children, meaningful outdoor activities, through appropriate communication and contact activities, let children develop healthily in body and mind. However, in the process of sports activities, the boring teaching content is easy to distract children, which is not conducive to the development of children's sports activities. In this paper through the gamification of curriculum, children are attracted to better integrate into the process of sports, and their enthusiasm are stimulated for sports activities to better play the effect of sports activities.

2. Deficiencies in the Current Development of Kindergarten Sports Activities

2.1. Wrong cognition of gamification of kindergarten curriculum

Many kindergarten teachers misunderstood the meaning of curriculum gamification to carry out physical activities, and thought that gamification is to let children play arbitrarily, which not only cannot play the role of physical education to exercise children's body, but also easily put children in danger during the process of playing. Curriculum

gamification is not only to let children play by themselves, but also to carry out physical education activities through play. Playing and games are only the form of teaching content, not the original purpose. Teachers cannot change the original situation where they control everything to let go of everything at once. This will make children make some safety mistakes because of their poor self-control ability. Some teachers cannot complete the content of physical education teaching activities through ingenious game setting, and neither can they fully reflect the effect of physical exercise in the process of curriculum gamification, making the development of physical education activities lose its meaning and unable to play the corresponding teaching purpose.

2.2. Blindness in the development of sports activities

Many teachers cannot make full use of the teaching experience to carry out physical quality education for students in the process of developing game based physical education. In the process of teaching, there is strong randomness and blindness and lack of clear planning. Many kindergartens lack good teachers in the teaching process. Although some teachers add game items in sports activities, they can't grasp the degree of the game very well. As a result, children are too tired due to excessive games, which is not conducive to the development of children's physical quality. For this kind of situation occurs mainly because the teacher did not have in-depth research on the teaching method of the gamification curriculum. Thus they blindly carry out the game teaching, regardless of the acceptance of children's games, so as to achieve the

opposite teaching effect, bringing the children with the unnecessary psychological and physical burden which is

not conducive to the growth of children.

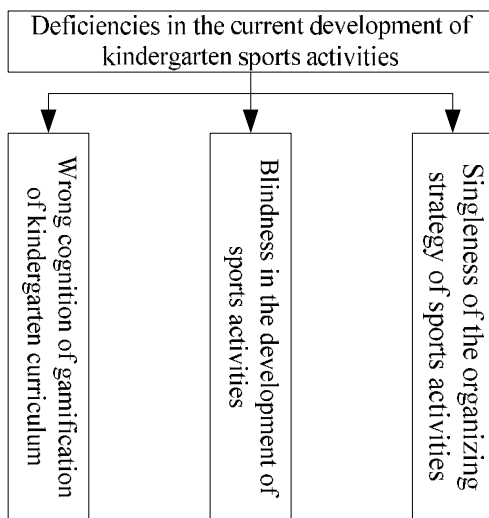


Figure 1. The deficiency of the current development of kindergarten sports activities

2.3. Singleness of the organizing strategy of sports activities

In some kindergartens, there is a lack of playground and equipment for children’s sports activities, However, some kindergartens are difficult to replace the new safe sports facilities due to the lack of funds, and continue to use some old facilities, which is not conducive to the safety of children on the one hand, on the other hand a dozen of children often fight for one game facility, which is not conducive to the normal development of children’s sports activities. Due to the lack of physical facilities for children, it is not a small damage to children’s sports enthusiasm, nor conducive to the diversified physical activities of preschool teachers. It makes physical exercise appear a single teaching mode and is not conducive to the cultivation of children’s multi-faceted physical ability. The lack of physical facilities in kindergarten makes the level of physical education of children cannot be more distinct, and children cannot have strong interest in physical activities, which affects the number of children’s physical activities.

3. The Strategy to Promote the Gamification of Physical Activities in Kindergartens

3.1. Strengthen the training of teachers to solve the problems about teachers’ cognition and activity organization skills

First of all, kindergarten teachers should have a correct concept of gamification curriculum, and be able to play an important role in children’s physical and mental growth through sports activities of gamification. Teach-

ers should understand the importance of games for children’s life. Games are what children do every day. Both children’s understanding of things and ability training are accomplished through games. Therefore, teachers should make full use of the important role of games and play an important role in promoting children’s physical exercise, so as to better meet children’s needs for games in physical exercise. In the process of developing games, teachers should give full consideration to children’s feelings and should not use the game requirements that children can’t meet at all to demand them. Teachers should fully understand the purpose of game teaching, so that children can find the joy of physical exercise in the game teaching, get spiritual satisfaction. Besides, innovation awareness and self-awareness should be integrated into the process of game teaching, so that children can be cultivated in many aspects during sports activities.

Secondly, teachers distinguish what are autonomous games and what are organized sports activities. Due to the lack of cognition in all aspects, children’s ability to prevent risks around them is too low, so they are easy to be hurt in the game activities. Children’s autonomous playing activities play an important role in cultivating children’s autonomy, creativity and other abilities, but they cannot fully guarantee children’s safety in the playing process. At the same time, because there is no teacher’s guidance, the game activities appears to be disorder, the effect of sports activities in the game is reduced, and the real role of physical exercise cannot be fully guaranteed. Teachers need to carry out effective teaching methods for children’s physical activities and according to different situations use effective organization activities to make the curriculum games fully play out its effect of

physical exercise. Therefore children can better enhance their physical quality in the process of physical activity,

and fully cultivate the spirit of physical exercise.

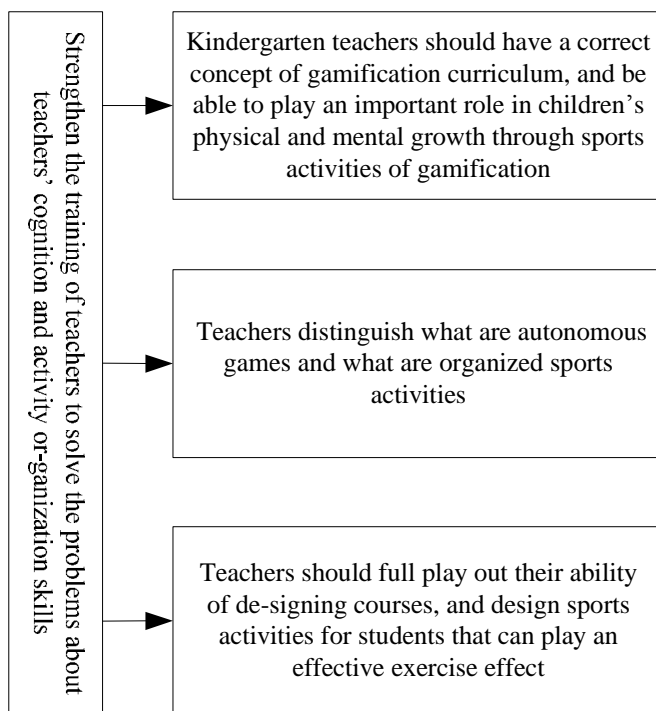


Figure 2. Strategies to promote gamification of kindergarten sports activities

Finally, teachers should full play out their ability of designing courses, and design sports activities for students that can play an effective exercise effect. Teachers should make clear their role of organizers in the organization of sports activities, so that children can conduct the game sports activities in an orderly manner under the guidance of teachers. Besides, teachers should fully participate in children's sports activities, and guide children to complete the tasks in sports activities by making clear the goals of sports activities. Generally, there are two teachers in one class of the kindergarten. Each teacher should have clear role division, so as to give full play to his or her role in the education of children's physical activities. For example, one teacher is responsible for the provision of equipment for children's sports activities, and another teacher is responsible for the organization of children's sports activities.

3.2. Scientific design of course content to solve the blindness and randomness of sports activities

First of all, physical activity teaching should be planned. In the process of learning sports, children cannot master complex sports actions at the beginning. Teachers need to explain to the children of the essentials of sports actions step by step from simple to complex by following the law of children's sports knowledge. Children's mas-

tering of sports activities is a side reflection of children's physical quality. According to different children's physical quality, different sports activities such as running, jumping, climbing and drilling should be formulated for children, and weekly physical exercise plan should be formulated. The physical exercise should be designed to be carried out weekly in a planned way. From the perspective of long-term goal, lay the foundation for the improvement of children's physical ability and set up the difficulty degree of physical activities scientifically, so that children can maintain their enthusiasm for physical exercise.

Secondly, sports activities of gamification curriculum should have different levels. Different children show different abilities when they carry out sports activities. Teachers should take full care of the differences of each child's abilities in sports activities, and adopt a hierarchical sports teaching method so that children at different levels can achieve the goal of sports activities training. On the basis of considering the differences and unity of children's physical education teaching, taking the game of crossing obstacles as an example, children can choose obstacles of different heights according to their own abilities when crossing obstacles, so as to avoid the situation that some children can cross the obstacles but some cannot when facing obstacles with the same height. Children

can challenge obstacles of different difficulty according to their own needs, so as to stimulate their desire to challenge and give full play to their s potential in the process of sports activities.

Finally, the development of sports activities of gamification curriculum should be systematic. In the process of carrying out sports activities, teachers should grasp the overall direction, make the whole sports activities a system, and each link can play a role in improving

the physical quality of children. Running, jumping and all kinds of sports in the game activities can exercise children’s various physical functions. Through ingenious design, these sports actions are designed into a series of action routines that can promote children’s all-round development, so as to fully reflect the systematicness of sports activities and make the original complex sports teaching content more concise.

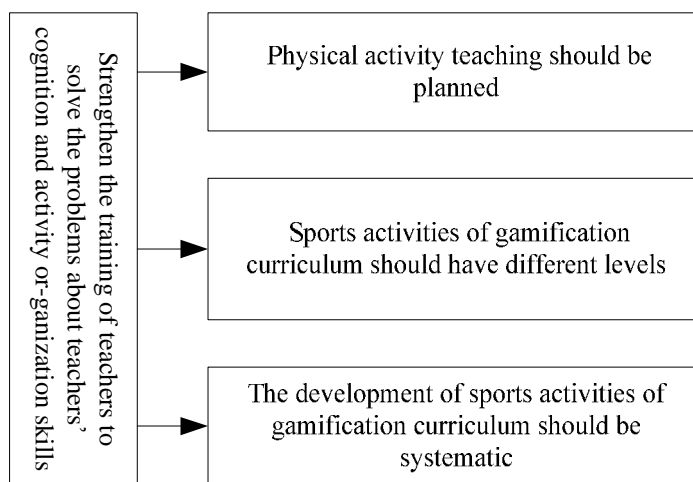


Figure 3. Scientific design of course content to solve the blindness and randomness of sports activities

3.3. Expand the organizational form to solve the problem of low efficiency of sports game

First, create interesting activity scenarios. Teachers should choose the scene that children like to play, and carry out sports activities through certain scene themes. Take sandbag throwing as an example. Simple sandbag throwing is too boring. Children will be tired of it after playing for a long time. Teachers can turn sandbag throwing into feeding small animals, let different children stand in the middle with different animal clothes, and let other students throw sandbags. This new form can immediately attract children’s interest. Although it is the same in essence, the interest of children is obviously improved through the creation of scenarios. Therefore, through the creation of reasonable scenes, it can effectively attract children’s enthusiasm for participating in sports activities.

Secondly, the organizing form of sports activities should be appropriate, and the use of sports equipment should be able to highlight the characteristics. Equipment and materials in the process of sports activities are an important aspect to attract children to carry out sports activities. According to the specific situation of children at different ages, arrange different sports facilities for children. Facilities for children in junior class should be more interesting, without too many edges and corners and with soft

texture, which can protect children’s safety in the process of playing; in order to fully stimulate children’s interest in sports, children in middle and senior class need some sports equipment with stronger activity nature, or sports equipment with higher popularity. According to different children’s sports ability, different sports equipments are set up. Fully consider the combination effect of sports equipment to ensure the richness of sports equipment. Only in this way can children have interest in sports activities.

Finally, game sports should be innovative. Different games should be carried out in different activity scenes. Teachers should be able to carry out different sports activities by changing different games, so as to make full use of game resources and mobilize the enthusiasm of students in sports activities. Teachers can invite parents of children to play games in kindergartens, enrich the playing methods of games as much as possible, as well as make the games be diversified and become interesting. Let children really immerse in them, better reflect the characteristics of game sports activities, enable children to get physical exercises in interesting games, and improve the quality of children’s sports teaching activities.

4. Conclusion

To sum up, in the process of carrying out sports activities in kindergartens, teachers should show their own important significance and value. In the process of practical physical activities, teachers should improve their cognition and understanding of activities. On the one hand, actively plan and carry out relevant children's sports activities, make use of interesting sports activities, enhance the fun of children's experience in activities, and make children more willing to participate in activities. Secondly, as a teacher, it is more necessary to summarize the characteristics of sports activities in children's education according to the actual situation of activities after the activities are carried out, and enrich the activity courses according to the characteristics.

In this case, the specific content of the course should be designed reasonably to prevent the blindness and randomness of sports activities. At the same time, we should optimize and enrich the organizational form of sports activities, and improve the efficiency of sports activities from the reality. Teachers should not only pay attention to the efficiency of sports activities, but also focus on children's growth and physical and mental development. Starting from the actual development needs of children,

develop perfect sports activities for them. It is believed that with the efforts of teachers, the kindergarten sports activities will be carried out smoothly under the background of curriculum gamification.

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