

# Learning and Development in Children's Games

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**Abstract:** Games are the main element of the unique culture of preschool children, building their spiritual world. Games are an indispensable privilege for preschool children, and deconstructing games is about deconstructing the cultural and spiritual world of preschool children. The play and learning of preschool children are both derived from their inherent needs for survival and development, which reflects the essential identity of the two. However, the current teaching mode of autonomous games for kindergarten children still cannot be effectively carried out, due to safety hazards, insufficient cognitive level of children, and difficulties in integrating knowledge into games in "autonomous game" teaching. Based on this, the author will combine their own teaching experience to discuss the problems and implementation strategies of autonomous learning in children's games.

**Keywords:** Learning and Development, Children's Games

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## 1. INTRODUCTION

On November 15, 2012, our people love life and look forward to better education, more stable jobs, more satisfactory income, more reliable social security, higher levels of medical and health services, more comfortable living conditions, and a more beautiful environment. We hope that children can grow better, work better, and live better. The people's longing for a better life is our goal of struggle. Observation is a prerequisite for teachers to provide appropriate education for young children and an important way for teachers' professional development.

Only when teachers fully observe children and understand their development level, behavior characteristics, interest tendency and Learning styles, can they develop an independent game acquisition program that conforms to children's characteristics, and make timely adjustments according to children's performance in the game process, to ensure the suitability and effectiveness of game activities. For young children, game-based teaching is the best teaching method among all teaching methods. When playing games with other young children, they can exercise various abilities in the game. If team collaboration game teaching is carried out, young children can learn organizational skills and communication skills through games. If teaching through personal storytelling games is carried out, young children can exercise their oral expression skills through these games. Each of these games has its own advantages, and the breadth and depth of cultivating students' abilities vary greatly.

Gamification courses are based on games, using the fun of games to guide young children to master knowledge and improve their own abilities through games. Therefore, games play a crucial role in teaching young children. Not only that, but Preschool teacher should also pay attention to letting children sum up experience through games, and have their own experience cognition for similar knowledge, which is more important than games themselves. Games run through people's lives but have different meanings and functions in different periods. For preschool children, games are not only a form of existence, but also a fundamental form of learning. For primary and secondary school students, games are an integral part of their extracurricular life beyond learning activities, or occasionally serve as an embellishment of learning activities.

For adults, games are a pastime or hobby outside of 8 hours of work. Teachers' views on children and games have also been

changed in the process of children's independent creation of game environments: teachers infiltrate educational intentions into a rich and organized environment, providing opportunities for children's exploration. Through various factors in the game environment, they transmit information, inspire, and guide children, and make games develop in the direction expected by education. At the same time, through the interaction between children and the environment, teachers can provide timely feedback on the needs of children's games and supplement and improve them. The current teaching mode of independent play for kindergarten children is still unable to be effectively implemented, mainly due to three obstacles: firstly, due to safety concerns.

Autonomous play for young children is a teaching mode that is carried out without the comprehensive monitoring of kindergarten teachers. In this teaching mode, young children can make their own decisions about the games to be played, and then teachers only provide certain supervision. This teaching mode is quite dangerous due to the lack of close supervision from teachers,

## 2. THE PROPOSED METHODOLOGY

### 2.1 Games build the spiritual world of children.

For different teaching contents, teachers should adjust the game style appropriately to avoid the phenomenon of children's learning interest decreasing due to the single game form. They should capture the children's attention by shaping diverse and rich game content, so that children have unique memories of different knowledge content and ensure the efficient development of game activities. The diversity of game content can be considered from several aspects such as the format of the game, the selection of game venues, and the materials required for the game. Learning is how organisms adapt to their environment. Organisms must constantly modify their behavior to survive. Games also have the function of biological adaptation, which is a common learning method for preschool children and mammalian cubs.

Of course, the games of preschool children are not only related to those of mammalian cubs (such as life skill exercises), but also have essential differences in subjectivity and instinct. In the process of game organization, teachers often struggle with many problems, some of which arise from teachers often "directing" and directing children's games, preventing them from playing games freely and autonomously. In games that

emphasize autonomy, young children have the right to control and choose their own games. Teachers should base on observation, formulate the next step of the game plan based on children's performance, needs, and problems in the game, so that the development of the game can better meet the wishes and needs of children.

Allowing young children to plan games independently is a meaningful challenge for them. Integrating relevant knowledge into games is an extremely difficult task. Teachers need to consider students' own acceptance ability, controlling the difficulty of knowledge points, and how to effectively integrate relevant knowledge into games to create a scientific and reasonable game plan. These are the thorny issues that exist in children's autonomous games. Only by effectively solving these problems can kindergarten teachers ensure the smooth and efficient development of autonomous game teaching. Teachers should let go appropriately, allowing young children to fully immerse themselves in the game, giving them opportunities to make mistakes, allowing them to understand their own problems, and giving them ample space for self-reflection and exploration. Teachers should first establish certain game rules on the premise of letting go, ensuring the safety of young children and not restricting their behavior. While cultivating young children's autonomy, it is also important to recognize the importance of rules.

## 2.2 Moderate participation in children's autonomous games based on observation.

In addition, it is necessary to provide corresponding game materials for young children to establish a foundation for the smooth development of the game. But game materials are not easy to have too many, and young children are generally more interested in new things, which can distract their attention and hinder the progress of the game. Preschool children's learning is also rich and diverse. The play and learning of preschool children are often intertwined. From the perspective of learning content, the learning of motor skills, cognition, emotions, and behavioral norms are all inseparable from game activities. From the characteristics of the learning process of preschool children, after entering the preparatory stage, the children independently discuss and decide on the items to be prepared in the role-playing area, draw the required items, and then the team members assign tasks themselves and prepare them separately. Teachers have observed that open materials are more conducive to stimulating children's imagination and creativity, allowing them to replace things with objects and allowing games to continue more freely.

Therefore, a material area has been created in the class, with many semi-finished products and waste items, providing material support for children continued and in-depth play in the later stages. Children are naturally playful, and games are their unique way of life and learning. In carrying out independent games, we need to provide children with a free and enjoyable playing space, breaking the limitations of time, space, environment, and materials, returning freedom to children without interference, allowing them to forget to return, learn and innovate, and explore independently. Respect young children's independent choice of games, play freely, discover problems, research problems, and solve problems through games. Our teachers should intervene in a timely manner, provide correct game guidance to young children when necessary, and not deprive them of the right to explore freely, to achieve deep learning and exploration of young children in the game. Lay the foundation for future learning and life.

Therefore, the teaching evaluation system is not only a simple summary of teaching results, but also lies in the performance of young children during the game process and the optimization and improvement of teacher teaching activities. Teachers should observe the emotional changes of young children in a timely manner through games, to have an objective evaluation of the entire game content. Games are an inherently motivational behavior. Voluntary and purposeless play is an important feature of preschool children. Preschool children's games have no pressure and are not controlled or constrained by external goals and utilitarian outcomes. Even the rules in the game are inherent, voluntarily accepted and consciously followed by preschool children, and are an internal self-restraint. Autonomous games have greater randomness, increasing opportunities for children to interact freely, and increasing conflicts between children. Teachers need to encourage and guide children to solve problems independently, so that children know that I can do it.

But teachers should also actively observe and intervene in the difficult problems that children encounter in autonomous games, and timely help them solve problems to ensure that game activities can proceed smoothly. When formulating teaching plans, teachers need to make a reasonable plan so that they can carry out "autonomous game" teaching in a regular and planned manner. Teachers need to plan teaching objectives for each teaching stage, such as the game of "eagle catching chicken", which requires young children to learn the ability to cooperate and communicate with others. The game of "stacking sand" develops children's imagination. In this way, the teacher's teaching at each stage has a purpose.

## 3. CONCLUSION

Teachers should scientifically organize children's games with a sense of freedom, ensuring that they are neither completely laissez faire free games nor "game children" directed by teachers. Games and the learning and development of preschool children are not simply linear connections. The concept that games can allow children to develop freely and naturally has been challenged by a series of research data. The benefits of games for children's learning and development cannot be separated from a prepared environment and high-quality educational guidance, which is also true for games. Not only are kindergarten teachers required to actively change traditional teaching methods and keep up with the trend of the times, but they should also pay attention to game content that is more in line with practical life, so that young children can fully understand the inevitable connection between games, life, and learning, so that at the same time as the healthy development of young children's physical and mental health, it can also lay the foundation for future personality development.

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