

# *Study of Traditional Folk Games Strategy in Rural Kindergartens under the Background of Rural Revitalization*

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**Abstract:** The rural vitalization strategy is a major decision and a key crux in winning poverty alleviation through education, preschool education, as the main position of poverty alleviation through education, has become the primary task to accelerate the shortcomings of rural preschool education. Rural traditional folk games have distinct regional characteristics and rich traditional cultural flavour, which are the internal need of inheriting the excellent traditional culture, and are the call of the times of the rural revitalization strategy. However, in the implementation process, there are some problems such as backward concept, single content, improper teacher guidance and weak social support. From the perspective of poverty alleviation through education, it is necessary to establish the value of child-oriented concept, establish a preferential investment mechanism in rural areas, improve the professional level of teachers, give full play to joint efforts and precise assistance, and promote the high-quality development of traditional folk games in rural kindergartens.

## 1. Introduction

The Opinions on the Implementation of the Rural Revitalization Strategy make comprehensive arrangements for the implementation of the rural revitalization strategy, clearly emphasizing the priority to the development of rural education, and effectively consolidate the educational foundation of rural revitalization[1]. As a kind of game activity, the traditional folk games have the unique interest of the nation. As it is widely spread among the people, it generally has unique local characteristics. At the same time, this kind of game is generally around children, so it is very interesting. An important part of traditional folk games is the folk games that children often play widely in rural areas. Traditional folk games have been passed down for many years. They are often played in children's daily life, and they are also an indispensable game for children. At the same time, its cultural heritage is very strong, which is also an important part of nation's traditional culture. The country attaches great importance to games in the Teaching Guideline for Preschool Education, requires schools to pay attention to the outdoor games, take diversified gameplay, enhanced physique, let children in sports activities through the game at the same time cultivate children's interest in sports and lifelong sports habits, allowing children to better adapt to the

environment[2]. Relevant departments issued the Guidance Outline for Improving The Education of Excellent Nation Traditional Culture. It pointed out that under the situation of nation's rapid economic and cultural development, the importance of excellent nation's traditional culture should be fully understood, and the development of excellent traditional culture should be actively and efficiently promoted, and its urgency should be recognized[3]. Kindergarten education, as a part of the most important stage of basic education to lay the foundation for children, should realize its own mission, let children develop more and better habits in the game, let children know more traditional culture through the games.

## 2. Study Subjects and Methods

In this study, 80 principals and teachers from 6 kindergartens were surveyed, and 80 questionnaires were distributed and 78 were collected, with a recovery rate of 99%. Based on the questionnaire of Cheng Chunmei's Traditional Games for Children, the questionnaire on the Traditional Folk Games in Rural Kindergartens was compiled. The questions of the questionnaire design closely focus on the teachers' cognition and attitude towards the traditional folk games, the specific situation of the development, and the development and application of the folk game resources[4]. The questionnaire was mainly distributed to kindergartens in rural areas of Heilongjiang Province, there are public kindergartens, private kindergartens, provincial kindergartens, municipal kindergartens, district town kindergartens and so on. At the same time, 20 parents of rural children were interviewed individually.

## 3. Research Results and Analysis

### 3.1. Cognitive Analysis of Kindergarten Teachers and Parents on Traditional Folk Games

Traditional folk games are organized by teachers, who are not only the guide of the game, but also the participants of the game. Although children are the subject of games, teachers' cognition of traditional folk games is the premise of carrying out game activities. If they do not have an accurate cognition of traditional folk games, the quality of traditional folk games will be affected to some extent.

#### 3.1.1. Necessity Cognition

Table 1: The Necessity of developing traditional folk games

The problem	Necessity	Number of people	The percentage
Do you think the development of traditional folk games is necessary?	It doesn't matter whether it works or not	1	1.9%
	It is not necessary	0	0%
	You can, but you don't have to	7	34.6%
	It is necessary	12	63.5%

According to the survey results, it can be seen in Table 1 that 60% of the teachers surveyed their opinions on the necessity of developing traditional folk games. Three half teachers think it can be done, but not necessary. But there are individual teachers lack of understanding.

### 3.1.2. Importance Cognition

Table 2: Importance of developing traditional folk games

The problem	Importance	Number of people	The percentage
Do you think it is important to carry out traditional folk games in kindergartens?	It is very important	12	62%
	Important	6	30.3%
	It is not important	2	7.7%

As can be seen from Table 2, in the interview with parents of young children, when answering the question "which is more important, traditional folk games or learning knowledge", they have their own ideas. In order to have a deeper understanding of the views of different children's parents on this issue, young parents and older children's parents can choose one in each to conduct an in-depth interview.

Interviewer: "Do you think traditional folk games are more important than learning knowledge?"

Parent Q1: "In my opinion, no matter what kind of game is the same for children, the purpose is to bring happiness to children, but teaching activities are also very important, it is not a contradiction."

Parent Z1: "I think children go to kindergarten mainly for that they can learn more knowledge. Games can also be played at home. After all, children will soon go to primary school, learning knowledge is the main thing."

According to the data in the table and interview records, most preschool teachers think it is important to carry out traditional folk games, but parents do not pay attention to the traditional folk games and require kindergartens to focus on learning, this is the problems of parents.

### 3.1.3. Recognition of Children's Value

Table 3: Value of traditional folk games to children

The problem	The value	Number of people	The percentage
What do you think is the value of developing traditional folk games for children?	The game is rich in materials and close to nature	11	55%
	Promote children's personality development	4	20%
What do you think is the value of developing traditional folk games for children?	Exercise children's body	4	20%
	Promote children's personality development	1	5%

As can be seen from Table 3, according to the survey results of the value of traditional folk games for children, half of the teachers believe that the value lies in the rich game materials and the close experience of nature for children.

In a word, teachers do not have a deep understanding of traditional folk games, and without a deep understanding of their importance and necessity. At the same time, the understanding of its educational value is not much, and even individual teachers think it is worthless.

## 3.2. Analysis of the Actual Situation of Traditional Folk Games Developed in Kindergartens

To develop some games that can promote children's faster, better, comprehensive and harmonious development can improve the effect of carrying out traditional folk games and promote

the development of children's personality and sociality. Therefore, the types, frequency, types of games and guidance of game activities all affect the effect of traditional folk games, as well as the physical and mental development of children.

### 3.2.1. Analysis on the Types of Traditional Folk Games

In order to promote the development of children, providing rich game materials and creating a variety of game scenes will mobilize the enthusiasm of children to participate in game activities, and then achieve the expected educational goals. According to the results of the questionnaire survey, the following results are obtained. More than 50% of the teachers have good ideas about the types of questions.

Table 4: Develop the types of traditional folk games

The problem	Species	Number of people	The percentage
In your impression, there are how many kinds of traditional folk games?	There is almost no	3	16.7%
	Less than five	4	19.2%
	5-10 species	12	60.3%
	More than ten kinds	1	3.8%

### 3.2.2. Carry out the Analysis of the Traditional Folk Game Types

Table 5: Develop the types of traditional folk games

The problem	Type	Number of people	The percentage
In your impression, how many types of traditional folk games are there?	Physical activity games	15	75%
	Intellectual games	4	20%
	Play equipment games	1	5%

In order to have a deeper understanding of the types of traditional folk games in kindergartens, two parents were randomly selected from young parents and older parents of children. In response to the question "Do you know what traditional folk games are carried out in kindergartens?" carries on the in-depth interview.

Interviewer: "Do you know what traditional folk games are played in kindergartens?"

Parent Q2: "As far as I know, most of the traditional folk games in kindergartens are mainly physical activities, such as Chicken vs Eagle."

Parent Z2: "There are few traditional folk games in this kindergarten, and the game type is relatively single, mainly focusing on physical activities."

It can be seen from the data and the interview records in Table 4 and Table 5, in kindergarten, the conduct of the traditional folk game type is relatively single, the dominant type of activity is the physical activity category, but it is imperative to improve the quality of the development of the traditional folk game, in combination with the actual situation, enrich the variety of games and their own experience of games is teachers must do.

### 3.2.3. Frequency Analysis of Traditional Folk Games

Table 6: Frequency of traditional folk games

The problem	Frequency	Number of people	The percentage
How often do you think traditional folk games should be played?	Half a year 1-3 times	5	23.8%
	1-3 times a month	7	33.6%
	1-3 times a week	5	27.6%
	Every day	3	15%

According to the results of Table 6, three quarters of the classes are often held, which shows that the frequency of traditional folk games is very high. To sum up, most of the time spent in traditional folk games is spent in spare time to kill time, rather than in teaching activities, so the educational value of traditional folk games cannot be truly reflected.

### 3.2.4. Nalysis of Teacher Guidance

Table 7: Guidance in the development of traditional folk games

The problem	The way to guide	Number of people	The percentage
How do you guide traditional folk games?	Do not guide, let children play by themselves	1	6.1%
	Observe in the side, timely guide children's games	8	42%
	Play with children	11	51.9%

In order to further understand the traditional folk games, in view of the question "do you know how teachers guide the development of traditional folk games?", three children's parents were randomly selected for in-depth interviews.

Interviewer: "Do you know how teachers guide traditional folk games?"

Parent Q3: "I heard my children say that when they play games, the teacher plays with them, and the children like to play games with the teacher."

Parent Z3: "Once upon a time, I came to pick up my children in advance. The children were playing a game, and the teacher stood by and watched the children playing. When there was a conflict between two children, the teacher did not intervene in time and give guidance."

Parent Z4: "One day when I came to pick up my children from school, the child was very happy and said to me that the teacher played games with us today."

According to the Table 7 data and interview results, preschool teachers in rural Kindergartens in Longjiang County, Qiqihar city often play games with children, but they only participate in games and do not provide timely guidance to children, which leads to some accidents when children play traditional folk games.

## 4. Analysis and Discussion

### 4.1. Kindergarten Teachers and Families Have Different Cognition of Traditional Folk Games

In actual teaching activities, although most teachers can integrate traditional folk games into their daily teaching activities, in fact, some teachers cannot flexibly use them due to their insufficient understanding of them in teaching. In the specific development of traditional folk games, teachers will not adopt the way of collective teaching to carry out traditional folk games, but will

adopt the way of group or individual. However, most of the time, children's attention will be attracted by other toys, which leads to the development of traditional folk games is not very good. At the same time, some of the kindergarten also banned teachers led the children play the game which have potential safety problems, such as The Eagle Catches the Chickens, throw a handkerchief, which needs to run, sports teachers due to safety concerns focus too much on, in order to avoid the occurrence of safety accidents, so there are few kindergartens can see these traditional folk sports games. Therefore, to some extent, preschool teachers' cognition of traditional folk games is biased.

#### **4.2. There Are Few Types of Traditional Folk Games in Kindergartens and the Environment Is Relatively Single**

Through the questionnaire survey of preschool teachers, it can be seen that there are few types of traditional folk games in kindergartens. Children always play one or the same type of games, which will lose their interest in actively participating in games and even lead to children becoming tired of participating in traditional folk games. At the same time, the environment for traditional folk games in kindergartens is relatively simple, and most of them are familiar to children. If children play games in a familiar and uninterested environment for a long time, their idea of participating in game activities will be greatly reduced, which leads to the deterioration of the quality of traditional folk games.

#### **4.3. Improper Guidance of Preschool Teachers to Traditional Folk Games**

In kindergartens, it can be found that when children play games, the participation of teachers is not high, only part of teachers will join in and play with children. At the same time, it is also found that when children playing games, teachers' guidance shows two sides, some teachers will carry out excessive intervention, and some teachers completely let go, which lead to children either dare not to play or do not love to play, or play casually without a sense of rules. In this way, the real meaning of playing traditional folk games is lost.

Case: During the activity of "punching sandbags" in the form of group games at X kindergarten, two children suddenly quarrelled about the ownership of sandbags. After the teacher found the quarrel, he immediately shouted: "What's the quarrel? We should play together, friendship first, competition second." After the teacher said that, he led the children to play other large toys, and did not really participate in the children's games.

It can be seen from the case that when children quarrel, the teacher did not ask the reason first, but directly shout, intervene in the children's game. Although the two children are not arguing, but the problem did not fundamentally solved. Therefore, when children conflict, teachers should combine the actual situation to give appropriate guidance to children.

#### **4.4. Kindergartens Lack of Teaching and Research Activities and Relevant Training for Teachers**

In the monthly plan and weekly plan of the kindergarten, there are relevant contents about the development of traditional folk games, but there are only relevant themes, but there are no specific implementation plans and related teaching and research activities. Meanwhile, there are few opportunities to participate in relevant training. During a field survey in the kindergarten, I learned from a principal that the kindergarten had limited funds and there wasn't extra money for teachers to participate in training or go out to study. If there is an opportunity for national training, I will try my best to bring key teachers to study. The training on traditional folk games is little. I just come



back to convey the central idea of training, hoping that teachers can learn new ideas and their education and teaching level can be improved. In addition, with the development of the current society, many parents are also concerned about whether their children are safe and what they learn in kindergarten, rather than what games they play, not to mention traditional folk games with history.

## **5. Conclusion**

### **5.1. Unified the Cognitive Concept of Teachers and Parents and Improve the Effectiveness of Home Co-education**

Teachers should integrate their own understanding of traditional folk games into their teaching, and better show their educational value. The extension of teacher education effect often lies in the support of family education, therefore, to unify the thought and concept of home co-education, only by coordinating the force, can we achieve the joint force effect.

If you want to make traditional folk games better developed and let children learn more knowledge from them, you need to do the following:

First, to be fully prepared, teachers should find an interesting game environment in advance, prepare the materials children need to use in the game process, children should be divided into groups before the activity, and we should lead children find a suitable game field and so on;

Second, only when teachers join in children's game activities, can they find children's needs in time. Once there is a problem, they can intervene and give corresponding guidance at the first time. In this way, they can avoid safety accidents to the greatest extent and enhance children's interest in participating in activities.

Third, after the end of traditional folk game activities, teachers should summarize the game activities and point out the corresponding problems to remind children to pay attention next time.

### **5.2. Explore and Enrich Folk Game Resources and Enhance Children's Interest in Participation**

Teachers should deeply study the existing theme activities, and deeply dig out the relevant folk traditional elements in the content, let children feel that folk games are an indispensable part of life. In fact, folk games contain a large number of living resources and cultural resources, such as clap the ball, throw a handkerchief game, the eagle catch chicken, step on the shadow and so on are the classic game resources. In detail, cartoon elements familiar to children in life can be integrated into the theme of the activities (such as Pleasant goat and Grey wolf, Boonie Bears, etc.) to stimulate children's enthusiasm of want playing, like playing. Teachers can also add more interesting elements on the basis of the traditional activity theme to enhance children's interest in the traditional activities. Integrate some situations in life into children's game activities, improve children's interest in game activities with the help of life situations, and then improve the quality of children's game activities[5].

### **5.3. Innovate Training and Learning Models to Ensure the Effectiveness of Teacher Participation**

For both novice teachers and experienced old teachers, keen observation ability and profound reflection are the most necessary if they want to achieve faster growth. Meanwhile, effective teaching organization and game activities should also be mastered.

Observation of children is what teachers must do in activities. Once difficulties occur, teachers should intervene in time. From the present situation, although a part of the kindergarten leader put forward the corresponding requirements about the development of the traditional folk games, but the effect is not good. In fact, the kindergarten can set some reward mechanism, and setting up a reward standard, in the implementation of reward, in strict accordance with the standard, only in this way can arouse the enthusiasm of the teachers on real significance, reflection and independent of the activity. If you want to carry out traditional folk games in kindergartens smoothly, there are many influencing factors, but the most important one is guidance strategy. This requires teachers to have rich and solid theoretical knowledge, to constantly explore effective guidance strategies in practice, and to constantly improve in following activities. Today is the information era, there are many ways for teachers to learn the corresponding theoretical knowledge and related strategies, for example, the Internet access to relevant materials. As well as achieve the theory with practice, to learn and accumulate to the theoretical knowledge, combined with actual situation, and then summarizes reflection, we also need to choose teaching mode according to the content of the games when guiding, teaching also should be based on the characteristics of young children's physical and mental development, collective teaching mode can be used, or focus on individual development mode, and so on, so that the development of folk games will be more effective.

#### **5.4. Strengthen Teachers' Learning and Training of Traditional Folk Games and Improve Their Professionalism**

Inadequate understanding of traditional folk games is the main factor leading to rural preschool teachers can not completely organize game activities, and the fundamental reason for the occurrence of such factors is their lack of professionalism. Therefore, in the recruitment of kindergarten, the professional investigation should be carried out, and at the same time, the teacher training should be done well, so that the career of teachers can be better developed.

We should call on the society to support the work of preschool teachers, improve the professional training of preschool teachers. Because rural preschool teachers are a special group, there are many pressures to face, not only the pressure of work, but also the pressure in life can not be underestimated. In this case, it is unrealistic to ask preschool teachers to devote themselves to teaching activities and teaching and research activities. To meet the reasonable needs of teachers to the greatest extent is the basis of practicing the "people-oriented" management concept, so that teachers' education work has no worries.

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