

# *Research on the Application of Folk Traditional Games in Outdoor Sports Activities in Kindergartens*

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**Abstract:** Folk traditional games loved by young children are part of China's excellent national traditional culture, with strong cultural heritage and educational value. The application value of folk traditional games in outdoor sports activities in kindergartens includes: the value of early childhood development, the value of rich curriculum, and the value of cultural inheritance. By proposing three application strategies of age groups, time-based applications, and categories, the application effect of folk traditional games in outdoor sports activities in kindergartens is more reasonable and promoted, and the further development of young children is promoted while promoting the better inheritance of folk traditional games.

## 1. Introduction

In the long history of Chinese civilization, folk traditional games are part of China's excellent national traditional culture, cultural treasures left by industrious and intelligent working people in the historical evolution of thousands of years, and also precious play materials for young children, which are deeply loved by young children. The inheritance of culture should begin in early childhood, so that young children can become the successors of cultural inheritance. As General Secretary Xi Jinping mentioned, to make the culture of the Chinese nation come alive is to build the roots and souls of the Chinese people. The organic integration of folk traditional games and outdoor sports activities in kindergartens has special significance for the growth and development of young children and the inheritance of culture.

## 2. Overview of Folk Traditional Games

Folk traditional games have strong local characteristics and a long cultural heritage, and different scholars have proposed different definitions of the concept of folk traditional games. Some scholars believe that folk traditional games are activities that people play and play in their daily lives, which can also be called "play" [1]. Some scholars have pointed out that folk traditional games are related to Chinese folk culture and are an important part of Chinese folk culture, and believe that folk

traditional games should be passed down to the folk and belong to leisure and entertainment activities [2]. Folk traditional games are passed down from generation to generation, and everyone's childhood has a variety of traditional folk games. For some kindergarten teachers, many folk traditional games are played from childhood to adulthood, with strong interest and deep emotion. Therefore, in the choice of outdoor activity content, some traditional folk games with fun, randomness and simplicity have naturally become the first choice for activities. In the outdoor sports activities of kindergartens, folk traditional sports games are more used, which can be divided into three categories according to their nature: physical games, intellectual games, and alternating physical and intellectual games. According to the category, it can be divided into children's games, leisure and entertainment games, guessing games, competitive games, nursery rhyme games and so on. This form of game that integrates education, culture and entertainment is applied in outdoor activities in kindergartens, which has a great effect on the harmonious development of children's physical and mental health [3].

### **3. The Application Value of Folk Traditional Games in Outdoor Sports Activities in Kindergartens**

#### **3.1. Value to the Development of Young Children**

For the value of folk traditional games, we can talk about both intrinsic value and external value. Intrinsic value mainly refers to the value of enriching children's life activities and the value of children's physical and mental development, and the external value includes the value of game development, the value of cultural inheritance, and the value of curriculum enrichment. In addition, some scholars mentioned that folk games in children's outdoor games can cultivate children's sense of teamwork, competitive awareness, and cooperation awareness, and promote the comprehensive development of young children [4].

The value of folk traditional games for early childhood development is mainly reflected in three aspects. The first is to enhance the physical fitness of young children. Early childhood is a critical period of children's physical development, many folk traditional games are carried out outdoors, in the game can help children develop walking, running, jumping, climbing, climbing, balance and other abilities [5]. Second, promote the mental health of young children. When young children face the difficulties encountered in the game, by encouraging children to actively overcome difficulties, so as to cultivate children's adaptability, hone children's willpower, and help children develop hard-working character. At the same time, through happy play with their peers, young children are conducive to gradually forming a lively and cheerful, positive and healthy personality. Third, improve the interpersonal communication of young children. Many folk games that are integrated into outdoor sports require the participation of peers. Taking advantage of the randomness of the game, the number of players can be double, triple, or multiplayer. From the organization of personnel before the development of the game to the distribution of the game during the game, it is necessary for communication and cooperation between young children. Through play, we help young children establish interaction with their peers and continuously cultivate their cooperative communication skills. In addition, the integration of folk traditional games in kindergarten outdoor sports activities can not only promote the understanding of folk traditional culture, children actively participate in folk sports games, but also help children develop healthy sports habits and achieve the goal of sports from young children.

#### **3.2. Rich Value to the Curriculum**

As a valuable resource for kindergarten curriculum education, many kindergartens have begun to

use this resource in educational practice and have obtained better application results. First of all, folk traditional games are close to the lives of young children, and the educational value conveyed through games is also relatively easy to understand. Some games are accompanied by long-standing nursery rhymes, in the form of nursery rhyme games. For example, "throw a handkerchief", "bug flying" and so on. There are also stories behind some games, which greatly enhance the fun of folk traditional games. For example, in the traditional folk game "Tortoise and Rabbit Race" related to the story, young children not only practice the ability to run and jump in the game, feel the joy of playing with their peers, but also understand the principle of modesty and persistence through the whole game process, and the children gain experience in the subtle. Secondly, the creation of games for outdoor sports activities should be developmental. In order to better meet the needs of children's physical and mental health development, teachers should choose healthy and positive games in order to give children a better activity experience. Finally, folk traditional games are flexible and changeable, which gives teachers and young children more room for innovation. Teachers can work with young children to re-give folk traditional games a more authentic curriculum value through innovation in game materials, innovation in game play, etc. At the same time, when young children actively participate in game innovation, the phenomenon of teachers' high control over the game is reduced, so that children become the masters of the game, and the folk traditional games are more vibrant.

### 3.3. The Value of Cultural Inheritance

While the game reflects and inherits the culture, the culture also influences the game. China's folk traditional games are not only local, but also popular, some games are spread in specific regions, and some games are also popular throughout the country. For example, "hide-and-peek" that every toddler has played. The origin of hide-and-peek did not originate from a specific region, but originated in primitive times. It is said that in primitive times, the ancestors of human beings not only had to find food but also to avoid the attack of wild beasts in order to survive. In order to avoid the attack of wild beasts, the ancestors would use hide-and-peek. As history evolves and times change, over time this primitive survival skill evolves into the current game of hide-and-peek. When these games are applied in kindergartens, teachers can also combine specific game situations to tell the story of the game for young children, and such folk games will be more vivid. China has a lot of folk culture, which is fully reflected in some folk traditional games, and the origin of the game is combined with China's traditional culture. For example, the Dragon Boat Festival "Tug of War" game, which combines folk games with traditional festivals, is both the development of the game and the inheritance of culture. The Dutch scholar Huyinga once proposed that human civilization rises and develops in the game [6]. With the evolution of history and the reproduction of culture, folk traditional games continue to incorporate local passwords and nursery rhymes, and generations of people know and remember their hometowns through folk games. Children first understand the culture of their hometown through folk traditional games with local characteristics, then accept the culture of other places, and finally sublimate to the culture of the entire nation, in this process of continuous acceptance, children's cultural literacy has been improved, and the identification with national culture has been affirmed. The cultural consciousness contained in folk traditional games also penetrates into children's daily lives as children participate in the process of play. When young children take the initiative to play folk traditional games and are willing to share folk traditional games, children's cultural awareness has been generated, and it has also promoted the inheritance of culture [7].

## 4. The Application Strategy of Folk Traditional Games in Outdoor Sports Activities in Kindergartens

### 4.1. Age-specific Application

In the excavation of the educational value of folk traditional games, we should make full use of effective values to promote the development of young children. If you want folk traditional games to be introduced into kindergartens, and to fully integrate into kindergarten outdoor sports activities, you must conduct in-depth analysis of the original materials according to the physical and mental development level of children at different ages, and avoid blindly copying and using them. Generally speaking, in order to use the original materials of folk games in modern education and teaching, it is necessary to dig deep into the potential high-quality educational resources, and two basic principles should be adhered to in the application. The first applicability is to choose folk traditional games that are suitable for the current physical and mental development needs of young children. Second, educational, the selection of meaningful and in line with the laws of education of folk traditional games, is helpful for the growth and development of young children.

For example, when carrying out the "kick key" game, the hand-eye coordination ability of small class children is weak, and the motor ability of large muscles is still in the initial stage of development, and more consideration should be given to children's ability to obtain a sense of game experience in the game. Kindergarten children are in the middle of physical development, large muscle exercise compared to the small class stage has been greatly improved, stability has also been enhanced, for the age of young children can extract the value of the game, more inclined to develop the basic movements of young children. Kindergarten children have better motor control, agility, and skills such as balance and hand-eye coordination are also developing. For young children of this age, the choice of play is more likely to increase the difficulty, and its game value should also be mainly focused on creativity and challenge. There are also traditional games that need to be organized according to the age and level of physical development of young children.

For example, teachers can play the traditional game of "hopscotch" in the middle of the kindergarten stage. "Hopscotch" has no limit on the number of people and is suitable for collective development. Teachers should make corresponding preparations and organizational work before the game, and "hopscotch" does not require complex game materials, only needs to draw a large grid on the empty field. Teachers should have a preliminary plan before organizing young children to carry out games. According to the physical development level and game adaptability of kindergarten children, in accordance with the order of games from simple to difficult, through the game of "hopscotch", help young children practice jumping, develop children's leg strength, and improve children's balance. First of all, the teacher should inform the children of the rules and methods of the game before the game, and the difficulty of the game can be gradually increased [8]. For kindergarten children, their balance has improved significantly compared to the kindergarten stage, so that middle school children in the middle class can start trying to jump on one foot. "Children, have you seen this big grid drawn by the teacher on the ground?" The game we play today is called hopscotch, children need to jump in the grid with one foot, and children also need to pay attention to these rules when hopscotching..." Then, after explaining the rules of the game, the teacher can invite a toddler to cooperate with himself to carry out a demonstration game, so that other children can better understand the gameplay and rules of the game. Because the middle class children are still the characteristics of a specific image thinking, teachers should not rush to play games immediately, and can let the children warm up first, familiarize themselves with it and then carry it out.

On the basis of the preliminary understanding of the rules of the game and the method of play,

the child begins to practice freely, and the teacher can act as an observer of the game at this time, and can guide the child when necessary to help the child better master the game. Finally, after multiple rounds of activities such as free practice and group practice for young children, teachers can choose to organize and carry out single competitions and group competitions by observing and judging the mastery of young children. First of all, the single player game "the children's actions have been done very standard, but also basically mastered the game method, then we come together to compare, to see which children can jump fast and steady, please pay attention to the children, in the game must pay attention to one foot jump, can not step on the line, the other foot can not land Oh! Now get ready for the game. "At this time, the teacher is the encourager of the child's play, the child may be a little nervous in the game, or there is a situation of non-standard movements, the teacher can encourage the child in a timely manner to help the child complete the challenge." After all the toddler single-player challenges are completed, it is just the climax of the game, and the toddlers basically show a sense of inexhaustibility, and the teacher can seize the opportunity to continue to upgrade the difficulty of the game, carry out the group competition format, and the social communication skills of the children in teamwork are also developed. "The kids have all completed the challenge, let's brag about how awesome we are." I heard some children say that they still want to play, then we will upgrade the difficulty next, the children to complete the group competition, the teacher will use the timing method to see which group of children can use the shortest time, the most standard action. In the group competition, there is a rule that if a child lands on the ground with both feet during the game, or steps on the line and commits a foul, it is necessary to return to the starting point and start again..." Through round after round of different game situations to carry out activities, young children not only achieve the purpose of physical exercise, develop jumping ability, some children will also innovate the game play in the game process, so that the traditional game has injected new vitality." At the same time, children's balance ability, creativity ability, peer communication ability, teamwork ability, etc. have been developed. This is also the sense of cooperation and competitive spirit that outdoor sports activities need to convey to young children, and children can develop together in a subtle way.

#### **4.2. Application at Different Times**

Timing of the first game. According to the children's daily life arrangement, there are three opportunities for outdoor activities: early morning admission, recess activities, and transition periods before and after meals [9]. However, the physical functions of young children entering kindergarten in the early morning are in a state of awakening, and too intense outdoor physical activities are not conducive to children's physical development; When young children are hungry and full before and after meals, it is generally recommended to carry out games with a small amount of activity. Therefore, recess activities are the most conducive time to carry out outdoor sports activities, and children at this time are most energetic and full of state. Timing of the second teacher's intervention. Teachers' involvement in activities can be divided into pre-activity, activity and post-activity. In preparation before the activity, the teacher needs to confirm the safety of the venue and inventory the materials required for the game; In the activity, the teacher first observes the children's mastery of the rules of the game and then chooses the time to intervene, so as to help the children improve their cognitive ability in a timely manner; When it is found that young children encounter difficulties to seek help, or have conflicts with peers, teachers should intervene selectively; After the activity, the teacher helps the children to summarize their experiences in a timely manner by listening to the children's speeches, and the intervention at this time is conducive to encouraging the children to participate in traditional folk games more actively in the future. Timing of the third season. Outdoor sports activities have requirements for the outdoor environment,



weather, and temperature, and the Guide also explicitly mentions that in outdoor activities, it is helpful for young children to improve their ability to adapt to the seasons. Teachers should increase or decrease the amount of outdoor activities of young children according to climate changes, and when the outdoors are cold in winter, teachers can choose to organize games with large amounts of activities; When the weather is hot outdoors in the summer, choose to play a small amount of activity as much as possible [10].

For example, the folk traditional game "jumping leather band" can be carried out in spring, summer and autumn, but it is not suitable for winter. Because the winter children's clothing is relatively heavy, it is not possible to stretch the body when jumping the leather band, and the jumping leather band belongs to the activity with a large amount of play, and it is not suitable for the winter to carry out the game that will make the children sweat. When carrying out the game of jumping leather bands, teachers should first judge the current ability level of the child and predict the difficulty of completion according to the age of the child; Then divide into several rounds of the game according to the difficulty index, and make flexible adjustments in the game. In the middle class to carry out jumping leather band game, teachers can remind young children to put the leather band at the ankle first, other children are starting to jump, this height of the leather band is relatively simple for middle class children, most of the children can jump very easily. Then, the teacher can ask the toddler to put the band at the knee, and a small number of toddlers may not be able to jump through this round of the game. However, if only a small number of children can easily skip when the last round of leather bands is put on the ankle, then in this round, the teacher's difficulty adjustment is not too large, and the toddlers with the band can put the leather band on the calf, so that there should be a small number of department children who can easily skip, and most department children can skip. Finally, the teacher judges according to the situation of the children's games in the class, increases the difficulty again, and asks the toddlers to put the leather bands on the waist, this height may only be able to barely jump over the class, and most of the children should not be able to jump over. In the game, by constantly increasing the position of the leather band, the difficulty of the game is increased, and the challenges faced by young children in the game are increasing. In the process of jumping again and again, young children continue to master the method and pluck up the courage to challenge, which is conducive to honing the willpower of young children and making children more brave and persistent. For a long time, it has been useful in cultivating children's personality and spreading sportsmanship. Example, the folk traditional game "jumping leather band" can be carried out in spring, summer and autumn, but it is not suitable for winter. Because the winter children's clothing is relatively heavy, it is not possible to stretch the body when jumping the leather band, and the jumping leather band belongs to the activity with a large amount of play, and it is not suitable for the winter to carry out the game that will make the children sweat.

### 4.3. Application by Category

Folk traditional games can be roughly divided into five categories according to the course content: outdoor physical games, indoor life games, competition games, intellectual games, and fun games. At present, the games that are widely used in kindergartens are: rolling iron rings, hopscotch, jumping leather bands, kicking keys, throwing sandbags, swinging swings, jumping rope, wooden people, eagles catching chickens, playing marbles, snowball fights, kicking tiles, touching the blind, passing the house, throwing handkerchiefs, insect flying, row sitting, playing tops, stacking arhats, striding steps, bullfighting, cockfighting, tug-of-war, stilts, wrenching wrists, etc. These games can be classified according to the form of development: leisure and entertainment, nursery rhymes, intelligence, and fighting [11].

For example, when carrying out the game of "throwing a handkerchief", you can borrow the nursery rhyme of the game itself to help young children remember the rules and actions of the game. The lyrics "lost" appear many times in nursery rhymes, which has a strong psychological cue effect on young children in the process of playing. The word "lose" as a verb, in action shows the meaning of rapid, fast. When toddlers play while singing nursery rhymes, they quickly remember the essentials of the game. The game of "Throwing Handkerchiefs" is that one toddler holds the handkerchief, and the other toddlers sit in a circle, and the toddler with the handkerchief has to walk in a circle in the nursery rhyme. The lyrics of the song "Don't tell him" mean that a toddler with a handkerchief will gently place the handkerchief behind a toddler, and if other toddlers see it, they can't say it. The design of this lyric is also another embodiment of the rules of the game, children should abide by the rules, can not tell others, so that the game is covered with a layer of mystery, fully mobilize the curiosity of young children. Because young children cannot look backwards during the game, young children need to rely on their own feelings to judge, and they are constantly exercising their perception and observation ability [12]. When the lyrics sing "Hurry up and catch him quickly", it means that the game has entered a climax, which also indirectly indicates that a round of games is about to end, and the handkerchief may have been placed behind the next child, so if the toddler who has been released has not yet noticed, it means that the game will lose, called the next round of "losing the handkerchief"; It is also possible that the toddler who has let go of the handkerchief feels it and needs to quickly get up to chase the toddler who has lost the handkerchief. The two consecutive "Hurry Up" in the lyrics also deepen the atmosphere of the game at this time, so that the whole game adds a sense of tension and excitement to the competition.

For preschoolers aged 3-6, positive, simple-rules play is more in line with their developmental needs. In order to better integrate folk traditional games into kindergarten outdoor sports activities, it is necessary to choose games suitable for young children according to the general categories of sports activities, so that folk traditional games become a part of preschool physical education, and the corresponding sportsmanship should be disseminated in the game, which requires teachers to have the dual concept of integration and innovation. Combined with the current development of multimedia technology to optimize the content of folk traditional games, according to the current development goals of kindergarten sports activities, to help folk traditional games achieve modernization and upgrading. Children can experience a variety of traditional folk games and continue to carry forward the spirit of "fairness, freedom, unity and hard work" brought about by sports activities. At the same time, through the experience of physical activities, the enlightenment education of children's physical exercise is realized.

## 5. Conclusions

At present, kindergartens have paid more and more attention to the development and application of folk traditional games, and integrate folk traditional games into outdoor sports activities in kindergartens, and children play in life and learn from life, which is crucial for the healthy development of children's physical and mental health. Modern physical education teaching activities inject traditional folk game elements, which is conducive to enriching children's outdoor sports games and helping children better understand China's excellent traditional culture; At the same time, it has a certain role in promoting the development of the current preschool education sports industry and the innovation and inheritance of folk traditional games.

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