

The problems existing in the creation of kindergarten environment from the perspective of ecology

Weina Yue

Hainan Polytechnic of Software, Qionghai 571400, China

Abstract: Human development ecology is an important subject that studies the dialectical relationship between human life activities and environment. From the perspective of this theory, we can find some typical problems in kindergarten environment creation, such as insufficient dynamic environment creation, lack of communication and interaction between teachers and children, and single and one-sided content. Through the above analysis, the author puts forward five systematic ideas for the implementation and creation of the kindergarten environment.

Key words: Kindergarten environment creation human development ecology

At the beginning of this century, the “Guidelines for Kindergarten Education” issued by the Ministry of Education, and the “Professional Standards for Kindergarten Teachers” issued in 2011 and other policies and regulations have stressed that the kindergarten environment has a great influence on children, and the necessity and importance of creating the kindergarten environment. According to Kraut and Brown Fenbrenner, the kindergarten environment is regarded as all external conditions and events in the kindergarten that are outside the children themselves and affect or are affected by the development of the children.

Also as in Alfred. North Whitehead said that a good environment is the most effective way to promote early childhood education. □2□ In recent years, kindergartens pay more and more attention to the creation of environment, but there are still many problems in the creation of environment in kindergartens. This paper will discuss the existing problems and the principles that should be followed in the kindergarten environment creation from the perspective of ecological theory.

1. The problems in the creation of kindergarten environment from the perspective of human development ecology

In the middle of the last century, Braumbufenrenner and others established the theory of human development ecology, which is a theory to study the relationship between human and ecological development, and to study the impact of various ecological factors on human beings and the mutual influence of factors. It can be used to study the influence of kindergarten environment on children’s development. The following will discuss the problems existing in the creation of kindergarten environment from the perspective of ecology.

1.1 Lack of dynamic environment in kindergartens

Dialectical maintenance points out that things are constantly changing and developing, and people are constantly growing and making progress. At the same time, the environment should also change dynamically with individuals. Children are in a period of rapid change and development. As one of the environments closely related to children’s growth, the kindergarten environment should also be updated and changed in time to keep up with the speed of children’s development. However, the problem in reality is that the kindergarten environment does not improve qualitatively with the growth of people, and does not adapt to the needs of the development of early childhood education. The material environment of the kindergarten is very slow to update, and the class environment and the wall environment in the garden will not change for several months or even a semester. Some kindergartens even create an environment and use it for a year.

The environment is an important accessory factor brought by the kindergarten, which will have a huge impact on the growth of children. The environment and education that many people feel during the enlightenment period can affect their values and outlook on life as adults in the future. Therefore, the kindergarten environment should constantly update and change with the growth and change of children’s ability and knowledge. Just as Vygotsky said, teaching should be in front of students, and teaching content should be in the latest development zone of students, in order to achieve the best teaching effect. The environment created by the kindergarten should also go ahead of the child and create an environment that is in line with the child’s recent development zone. At the same time, with the development and change of children’s ability and knowledge, it should be updated in time.

1.2 Children’s lack of interaction and subjectivity in the creation process

Ecological theory holds that the relationship between man and the environment is dialectical unity, interaction, bidirectional, inseparable and indispensable. Therefore, attaching importance to the dialectical unity relationship between children and the environment is an important prerequisite for early childhood education. In kindergarten education, environment creation is not only a need for beautification, but also an important intermediary for educators to realize their educational intentions. Educators should conceal the educational intention in the environment, let the environment speak, and let the environment trigger children’s good behavior. However, in the reality of kindergarten environment creation, the situation is that children lack interaction with the environment, and children’s subjectivity has not been brought into play. From the choice of environmental theme to the creation, and the use of the environment after the completion of the creation, the relationship between children and the kindergarten environment is not an active state, but a passive and restricted state. When determining the theme of the creation of the material environment, kindergartens rarely consult with children’s opinions. Basically, teachers determine

the theme and content of the creation according to the needs of teaching or their own interests. In the process of environment creation, children have few opportunities to participate in the interaction, the common way of participation is to hang their own works, almost no children themselves to operate or cooperate with teachers to complete; After the completion of environment creation, the utilization rate is not high, teachers are afraid of hard to complete the environment creation is messed up by children, play bad, often only allowed to watch, not allowed to use, operation, many environmental creation becomes a decoration of kindergarten. Lack of participation and interaction in the creation of the environment, its role in the development of children can not really play out.

Children are not passive bystanders and users of environment creation, but active participants and interactors of environment creation. In the process of environment creation, children should participate in the whole process of design concept, material collection, hands-on production and layout, so as to stimulate children's sense of ownership of self-development. In the process of interacting with the environment, children will freely choose the environment, explore the environment, control and control the environment according to their own needs, and their enthusiasm, initiative and creativity can be released and played to the maximum extent.

1.3 The content of the creation is one-sided and closed

Ecological theory also emphasizes that the environment inseparable from development is not an isolated static one-sided single, is rich and colorful, is interrelated, it emphasizes the interrelation and mutual influence between various environments. The kindergarten environment, which has a significant impact on the development of children, does not refer to the material environment of the kindergarten unilaterally, but also includes the spiritual environment of the kindergarten. The material environment and the spiritual environment are interrelated and jointly affect the development of children. However, at present, a common problem in the creation of the kindergarten environment is to unilaterally pay attention to the creation of the material environment, and the main energy is used to create the material environment, while ignoring the creation of the spiritual environment. The lack of a good spiritual environment, the influence of the material environment can not be fully brought into play, and children are not conducive to the harmonious development of children's body and mind.

In addition, the kindergarten environment is not separate and isolated. It is connected with the family environment and the social environment. Therefore, when the kindergarten environment is created, the coordination between the middle system and the large system should be considered. However, at present, many kindergartens seldom consider the connection with the family, community and society, which are related to the development process of children, which is not conducive to the formation of education force and improve the influence of the environment. Therefore, the kindergarten environment creation should adhere to the openness, not only to consider the environmental elements in the kindergarten, but also to pay attention to the elements of the outside environment, the two organic combination, concerted influence on children.

2. The thinking of kindergarten environment creation

Based on the theoretical system of Brown Fenbrenner, we should re-organize the relationship between the creation of kindergarten environment. We should take the environment creation as the background of social culture, comprehensively consider the influence of multi-level and all-round environment and factors, and improve a comprehensive and dynamic positive environment for the development of children. Kindergarten environment creation can be carried out around the specific ideas of "one core, two places, three experiences, four systems and five cultures" :

First, around a core -- preschool children. People-oriented is the basic principle, preschool children are in the core position of the ecosystem, all environmental strategies should start from the perspective of preschool children, think about children's thoughts, hope for children's hopes, take children as the center, and all are conducive to the physical and mental development of children as the premise. The creator of the environment should understand the physical and mental development needs and aesthetic characteristics of children, understand the aesthetic needs of children, and take the initiative to find the image modeling and color suitable for children's visual feelings. For example, kindergarten gate modeling should have children's interest, try to use children's favorite animals, plants and characters to build, the shape should be strange, the color should be bright and bright.

Second, take into account the two places of "kindergarten and family". Family is the foundation of children and the most important place of life for children. Parents, as the most important life teachers for children, should attach great importance to the important role of children's development. Kindergarten as a child's "second home", will have a subtle effect on the growth of children, not only from the material environment, and constantly improve the construction of infrastructure; We should also pay attention to the construction of the spiritual environment of kindergartens, attach great importance to the relationship between teachers and children and the relationship between children, create a harmonious atmosphere, make children comfortable and let parents rest assured.

Third, pay attention to the three experiences of "children's life experience, teacher education experience and parents' professional experience". The creation of the kindergarten environment needs the joint efforts of the whole society, it needs the support of children, the wisdom of teachers and the affirmation of parents, to give full play to the work experience of teachers, pay attention to ways and methods, try to win the positive support of parents, and work together to make contributions to the development of children. In the process of environment creation, we should adhere to the principle of integration and openness. The materials in the activity area should be an open system, and the resources of educational institutions, teachers, children, families and communities should be integrated. Therefore, teachers should integrate the content of the five fields according to the goal of the theme activity, and put open materials in a planned, purposeful and selective way. In addition, teachers should combine the recent educational goals and local resources to put out materials, and give full play

to the role of family, society and the Internet in environmental material delivery.

Fourth, pay attention to the time system. The time system runs through the creation of the whole kindergarten environment. Kindergartens should “teach according to policies”, pay attention to the demands of children at all ages, create time nodes, constantly sum up experience, create a good environment suitable for the development of children at all ages, and strive to create maximum educational results. In the process of environment creation, we should pay attention to the principle of development suitability, which is reflected in age suitability and individual suitability. For example, in the play doll home game, the toys provided to small classes of children should be a larger number of theme toys, such as dolls, small POTS, small shovels, etc., and the toys should be in multiple copies. This is because the role games of small class children are mostly imitation actions, and the mutual imitation between children is also very strong, and there are more parallel games. What children in large classes need to play with dolls is some creative or multi-purpose materials. Because the children’s knowledge and experience are rich, the scope of reflection of social life in the game has been expanded.

Fifth, pay attention to the social and cultural background factors. Social culture plays an important role in the ecosystem, and kindergarten is also a microcosm of social culture. The kindergarten environment should keep up with the pace of The Times, publicize positive energy and actively create a good environment. For example, fully tap the cultural resources of the community, and take the traditional culture, folk customs and moral customs in the community as an important source of preschool education resources. By absorbing the excellent cultural elements of the community, the children can integrate them into the kindergarten curriculum and carry out corresponding educational activities, which is conducive to the construction of the cultural characteristics of the kindergarten.

As an important stage of enlightenment in life, the importance of early childhood education is self-evident. Every material and every inch of space in kindergarten should be conducive to the positive development and happy growth of preschool children. By analyzing the creation of kindergarten environment from the perspective of ecology, the author hopes to adhere to systematic thinking in the creation of kindergarten environment, pay attention to the core of children, pay attention to the important role of family and kindergarten, pay attention to the valuable experience formed in all aspects, pay attention to the influence of time and social culture, and use the dynamic principle, the principle of participation, the principle of comprehensiveness, etc. The environment creation of kindergartens will surely embark on a beautiful path of sustainable development.

References:

- [1] Jinzhu Chen Strategies for Developing Autonomous Games in Kindergartens under the Guidance of Deep Learning [J] Tianjin Education, 2022 (28): 150-152
- [2] Lijun Gao. How to create a regional environment suitable for kindergarten fun activities [J]. International Education Forum, 2019, 1(1):9-10. (in Chinese)
- [3] Xiaoping Zhang. Analysis of kindergarten environment creation practice from the perspective of ecology [J]. Mingshi Online, 2021(16):2.
- [4] Xiaoli Yu. Research on Social field Education in Kindergartens based on Games [D]. Shandong Normal University, 2019.
- [5] Jie Liu, Huimin Meng. About Bronfenbrenner’s ecosystem theory of Developmental psychology [J]. Chinese Journal of Health Psychology, 2020 (02).
- [6] Cheng Zhou. Existing problems in the creation of kindergarten environment and their countermeasures [J]. Chinese In and Out of Class, 2019, 000(25, 2019):16.