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Measures to educate cooperative skills for 5-6 year old children through themed role-playing games in preschool

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Abstract

Collaboration skills play an important role in human life. It has an impact on children's future development, so developing this ability for children is very necessary. Games in general and themed role-playing games in particular are of great importance for the comprehensive development of young children. The community members of preschool children in Kindergarten are very diverse and rich. Community members contribute to resolving conflicts within children and have very important meanings for children's souls. For children, play is life. Therefore, organizing community sports games in preschools has a special meaning.

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1. Introduction: Ask a problem

Collaboration skills are one of the important life skills of every human being, it helps people effectively solve problems that occur in life. Therefore, developing children's cooperation skills is a very necessary task that educators need to pay attention to in order to create a foundation for children to enter social life more firmly. The cooperation skill of 5 - 6 year old preschool children in TCĐĐTTCG is the ability to interact and effectively carry out an action or a certain human task based on the knowledge and experience they have in the past. Certain conditions. For MG children, the manifestation of cooperation skills can simply be that the child likes to play with friends, share ideas with friends, coordinate play actions with friends... Thus, cooperation is one of the essential skills for MG children, it is one of the criteria for evaluating the comprehensive development of human personality.

2. Principles for developing measures

2.1 Principles to ensure purpose

The goal of early childhood education is to educate and develop children's comprehensive personality in terms of physical, cognitive, language, social emotions and aesthetics.

Measures to develop moral emotions for children in preschool must ensure educational goals according to the Early Childhood Education Program issued by the Ministry of Education and Training. The content of measures to develop children's moral emotions in the children's learning program must ensure the building of the human model that education has set out. Make sure to always identify the right orientations, ideas and motivations for preschool children to actively participate in activities and social relationships to voluntarily train themselves according to educational goals.

Specifically, the proposed measures need to closely follow the set educational goals and try to realize those goals in the process of organizing measures to develop moral emotions into the preschool teaching program.

2.2. Principles ensure practicality

Ensure that the characteristics, requirements and practical conditions of the moral and emotional education program for children in early childhood education are met. Especially in current educational practices, educating children about moral emotions is

important for forming the capacity and qualities of a modern citizen.

Ensure compliance with program requirements and activity plans of preschools in Yen Son district - Tuyen Quang. Specifically: facilities, equipment, utensils, toys... play area, group activities for children.

Ensure that requirements for teachers are met, focusing on the pedagogical capacity and quality of teachers.

2.3. Principles to ensure integration

Ensure the implementation of child-oriented, child-centered measures. Moral emotional content for children integrated into the Early Childhood Education program must be oriented towards topics and issues close to children's lives and be integrated and woven into children's daily learning activities. Create conditions for children to apply what they know to new situations and new circumstances.

Ensure the formation and development of general qualities and abilities in children, not emphasizing individual knowledge and skills.

Make sure to organize activities for children in many different forms such as: individual, group... to create attraction for children.

Make sure to choose and use a combination of steam education methods to encourage children to participate actively, proactively and creatively in a safe and attractive educational environment.

2.4. Principles to ensure fitness

Measures to educate children about moral emotions must ensure that they are suitable for 4-5 year old children. The reasonableness when organizing moral and emotional education activities for children is reflected in the fact that teachers choose activity content according to a system from easy to difficult, from simple to complex in accordance with children's abilities in order to:

Help children easily access and comprehend knowledge appropriate to their abilities. From there, children can expand their research, expand their problems, connect with their own experiences, and form design thinking.

Form children's moral behavioral skills

When the activity is suitable for children, they will be confident and motivated to try to perfect their products independently.

Ensuring the exploitation of children's hidden abilities, creating conditions for children to reveal their inherent abilities through educational activities. Assign tasks to children from easy to difficult, only help when the child is really difficult and absolutely do not do it for them.

2.5. Principle of ensuring inheritance

Inheritance is the succession of stages together, based on the achievements of the previous one. When researching and proposing measures to educate moral emotions for children in general, we must know how to inherit previous achievements and experiences, know how to promote the positive elements of traditional measures, and at the same time add additional New measures are more effective, more creative, and suitable for new trends, conditions and circumstances. Therefore, when proposing measures to educate children's moral emotions for 4-5 year old children, it is necessary to ensure the inheritance of traditional measures that previously existed and were implemented.

Inheritance is done in the following ways: either inheriting all the measures, or inheriting the optimal points of each measure, avoiding outright negation and creating a completely new system of measures that are not based on Practice. Inheritance is the continuity between the past (what has been done) with the present (what is being done) and the future (the movement and development of educational issues).

3. Some measures to develop cooperation skills for 5-6 year old children through themed role-playing games in preschool

3.1. Build a themed role-playing game system

a. Purpose

Themed role-playing games are a very useful game, contributing to solving children's need to imitate adults, creating motivation for the psychological and social development of preschool children. Through the topic, the teacher has an impact on many aspects of children's skills, including cooperation skills. It can be said that play is the link connecting children with real life, helping them. The process of forming skills takes place easier, more naturally and more sustainably. Teachers need to systemize games in a reasonable, flexible and suitable way for children, from weekly and monthly topics, content to classroom tools, and above all, promote children's cooperation during the process. player. These can include game themes such as: sales themed games, doctor and patient themed games, teacher themed games, mother and child themed games, etc. Teachers can be flexible in their play. when organizing games for children.

b. Content and procedure

Here are 5 steps that preschools often set up:

(1) Find topic:

It is necessary to observe what children like and are influenced by, some children like cars, dolls, others like animals... Because children love to imitate adults, simple cooking games, Being a doctor and going to the supermarket are enough to attract children.

Example: Ice cream shop

(2) Topic development:

Come up with ideas to develop the situation. It is necessary to introduce problems that make the role-play more complex, with many different ways to solve the situation.

For example: – The customer wants to buy an ice cream that is not available

– Customers do not have enough money to pay

– Customers want to buy more than the available quantity

(3) Prepare tools:

Ask the children to work together to set up the supplies needed for the game. Let children think for themselves and take what they give that is related to that topic.

For example: For an ice cream shop, you need ice cream, cakes, ice cream counters, money, vehicles to transport, bags...

(4) Role assignment:

If the teacher is playing with one child, she can let the child have the right to assign roles. And ask children to change roles after a while. If multiple children play together, let them switch roles after a period of time, so the experience is equal.

(5) Participate enthusiastically:

Participate enthusiastically in role-playing games with your children. During play, encourage your baby to develop imagination of different situations. Integrate more knowledge

into the game, teaching children about addition and subtraction math while shopping.

For example, if you sell ice cream, should you eat a lot of ice cream? Does ice cream left outside the refrigerator melt? Why is that...

Encouraging and participating in role-playing games with children is an opportunity for teachers and children to bond. It will be even more wonderful when the teacher participates in role-playing games. However, teachers should not order children to play like this, like that, but let the children lead. You should only guide children in the right direction and explain complex situations to them.

3.2. Build a friendly environment in the classroom between teachers and children and between children.

a. Purpose

Friendliness and openness between teachers and children and between children while playing is the key to developing cooperation skills in preschool children. This is one of the simple but highly effective measures in helping children develop cooperation skills.

b. Content and procedure

Before organizing the experiment, teachers always have gentle, close gestures with children, eyes and gestures need to be gentle, affectionate, soft and sympathetic words... to create a feeling for children. comfortable, confident, feeling absolutely safe, thereby helping children express themselves, express their thoughts to friends and teachers, and be bold while playing and doing common work. Specifically:

Teachers skillfully choose poems, stories, songs... suitable to the topic that children are playing, leading children to the task of the play session naturally so that children do not feel constrained. Imposed.

When asking questions or suggesting answers for children, teachers need to pay attention to creating confidence and desire for children to participate with their peers, giving children the opportunity to assert themselves, to discuss with each other, know how to listen to what you say. And most of all, she must be as close as the child's best friend so that the child can share and trust.

Teachers must always control their attitudes, emotions, and behaviors in all children's play situations. When seeing children showing signs of conflict such as yelling at friends or screaming, teachers need to gently and calmly remind children to adjust their behavior accordingly, avoiding negative actions of teachers towards children such as : irritable, scolding children... this affects the results of play in general and the development of cooperative skills for 5-6 year old preschool children in TCĐTCB in particular.

Teachers always have a fair and objective assessment of the group's performance results. Teachers always give children praise and encouragement at the right time.

3.3. Create problematic situations during gameplay

a. Purpose

Play situations and play actions regularly affect the development of children's intellectual activities, especially thinking and imagination. During play activities, children learn to replace one object with another or transform into different characters. That is the basis for children to develop their imagination.

b. Content and procedure

Prepare richer and more diverse toys for children to participate in play tasks

Proceed in a 4-step sequence

For new games, she does not need to give detailed instructions, but she can use open-ended questions to let children determine how to play and the rules of the game.

Children organize their own games, discuss the rules and how to play

She plays the role of observer and advisor.

Continue practicing self-service habits while playing.

For example: Sales-themed game

Children bring toys, clothes or whatever they have and arrange them neatly. Then, use small pieces of paper as money for your baby to play with his friends.

This game will help your child learn the denominations of money, how to buy a toy, clothes,... and importantly, bring about a bond between him and his friends. Mothers can buy role-playing toys for their babies at mother and baby supermarkets to help them become more interested.

3.4. Families and schools regularly organize activities to build children's cooperation skills to provide and consolidate their knowledge.

a. Purpose

To provide children with accurate knowledge about cooperation skills. Listen and respect children's opinions, encourage them to work together with their friends, groups at school and at home, etc.

Strengthen coordination between families and schools in educating cooperation skills.

Helping preschool teachers and parents gain additional necessary skills in educating children about cooperation skills is an opportunity for parents and teachers to consolidate their children's knowledge.

b. Content and procedure

To coordinate with families in developing children's learning ability, teachers need to conduct regular discussions with parents through daily pick-up and drop-off times, thereby grasping the child's learning situation at school. family.

Report to the family the situation, content, and educational requirements for the child. From there, there is a way to influence and coordinate between families and schools in educating children about scientific knowledge.

Coordinate closely with teachers, create the most favorable conditions for children to participate in practical experience activities with their families, associated with the content and plans provided by teachers so that children can form cooperation skills.

4. Conclusion

Children's cooperation skills are formed and developed in diverse activities organized by adults, including play activities. In particular, TCTC has many advantages to help children practice effective cooperation skills. When participating in TCĐĐDT, children cannot play alone but must have playmates or playgroups, through which children learn how to work together, discuss, agree, share and exchange experiences to perform tasks. general of the game.

This has promoted the development of children's cooperation skills.

For preschoolers, play is the main activity. In particular, community sports games not only satisfy the need for play and cognitive needs but also provide a favorable environment for children's cooperation skills to reveal and develop. Practice has proven that community sports games are the best way, methods, measures and forms to develop cooperation skills for preschool children in general and 5-6 year old kindergarten children in particular.

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