

Research On the Educational Value and Effective Application of Kindergarten Identification

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Abstract: “There should be safety, health, life and other rules that children can easily identify in the kindergarten environment”, and these “tips” are called kindergarten identification. Effective identifications can standardize children’s behavior, help children give play to their independent consciousness, standardize children’s behavior, expand children’s cognition and cultivate children’s awareness of protecting the environment. As preschool teachers, they need to creatively design and use kindergarten identification in the kindergarten environment and children’s one-day life, which will be more conducive to children’s orderly washing, dining, sleep, games, learning and other activities in the kindergarten.

Keywords: Kindergarten identification; Kindergarten environment; Application

1. Introduction

In the kindergarten environment, there should be safety, health, life and other rules that can be easily recognized by children. These “tips” can be called kindergarten identification, which refers to the suggestive identifications that help children give play to their independent consciousness, standardize children’s behavior, and orderly wash, eat, sleep and other daily activities in the class environment. These identifications can be simple graphics, symbols, numbers and direction identifications, as well as pictures, photos and simple words.

2. The relationship between kindergarten identification and early childhood development in environmental creation

The creation of identification environment reflects a teacher’s professional level. Through some identification, teachers can reflect their grasp of children’s age characteristics, teachers’ understanding of the relationship between environment and children, etc.

2.1 The identification of effectiveness can regulate children’s behavior

Effective identification play an important role in promoting and standardizing children’s learning. For example, in the process of queuing up for drinking and eating, children can avoid crowded pushing and pulling by pasting small footprints on the ground. In the bathroom, the steps of hand washing can be presented in the form of pictures, guide children to master the correct methods of hand washing, and remind children to turn off the faucet in time. The toilet with separate male and female babies shall be equipped with male and female identifications on the door and the correct method of entering the toilet. The so-called no rules, no place, but because children are still young, they can only standardize their behavior with the help of identifications.

2.2 The identification of effectiveness can expand children’s cognition

The environmental creation of identifications should have a clear goal. Some identifications may not attract children’s attention for a long time, but over time, it virtually expands children’s awareness for children. Of course, in the process of creation, we should also implement the objectives into specific activities, and create an environment consistent with the teaching content based on the objectives. Piaget once said, “children’s cognitive development is achieved through their continuous interaction with the environment.” Promote children’s cognitive development through interaction with the environment.

2.3 The identification of effectiveness can cultivate children’s awareness and ability of hands-on participation

To make environmental creation effective, we must be fully aware of the interactive characteristics of environmental creation. Through the guidance and support of teachers, give children the opportunity and power to use their hands and brains. Through the use of some kindergarten identifications, let children participate in the creation of the environment, and cultivate children’s awareness and ability of hands-on participation. Through hands-on participation, children are more willing to interact with the environment, so that children can experience a sense of success and cultivate self-confidence in the creation of the environment.

2.4 The identification of effectiveness can cultivate children’s awareness of environmental protection

Children can give full play to their subjective status. Through the process of collecting, sorting and summarizing materials and

making hands-on decoration according to the identifications and instructions of the class, children are bound to cherish and cherish the created identifications more. At the same time, in the process of collecting data, children realize that many waste materials can be used as a resource for the creation of class life identification environment, and imperceptibly cultivate children's awareness of environmental protection.

3. Application of identifications in class environment

The creation of class environment is particularly important in kindergartens, which also puts forward higher and higher requirements for preschool teachers. The application of identifications in the class environment mainly includes the environment of the theme wall in the class; Layout, planning and material delivery of each corner; The purpose of other environments in the class that children can observe, such as the creation of the environment in the toilet and washroom, is to make the creation of the environment more conducive to children's activities and make the environment play a positive and valuable role.

3.1 Application of identifications in class wall environment

Theme wall: the theme content of the kindergarten recently can be presented on the theme wall to facilitate children's timely appreciation, communication and communication. Through the role of this life logo, it can be presented on the theme wall to better stimulate children's perception through vision and touch, and gradually enter children's mind.

Appreciation column: children need the encouragement and appreciation of teachers and peers, so the appreciation column environment in the class is essential. In the appreciation column, we can make full use of the logo to make the small environment more educational, so that the wall can speak, and encourage children to work harder and pursue beauty through the pictures and symbols in the appreciation column.

Washroom environment: hand washing is a daily experience for children, and it is also a repeated link in children's daily life activities. Therefore, it is very important to develop the habit of frequent hand washing. Therefore, the teacher draws the step diagram into pictures and pastes it next to the wash basin in order to facilitate children's reading and operation. Children can clearly know the "seven steps" of washing hands, the prompt identifications when queuing to drink water, the prompt identifications for going out activities, etc. these environmental identifications play a key role in children's growth.

3.2 Application of identifications in class regional activity environment

Eye catching identifications, prompt words, pictures, etc. can be set in the corresponding sports area for prompt and guidance. Indoor can use the balcony of the classroom to set up a sports area, and draw some jumping grids, footprints and geometric figures on the ground for children to carry out some action training. Some small sports equipment, such as hula hoops, leather balls, stilts, sandbags, etc., can also be placed on balconies and corridors, and identifications such as play flow chart and safety precautions can be posted on the side walls.

There are many materials in the kindergarten art activity area, and the sorting, classification and storage of materials are the key. In order to realize the safe and orderly use of materials by children in the art activity area, and organize, classify and summarize the materials independently, various prompt identifications are required. Teachers should creatively design identifications and effectively apply them to the environment of children's activities. They can also guide children to learn to design and use identifications.

The classification, sorting and operation process of the materials in the science zone are inseparable from the signs. Teachers and children can design operation identifications for each type of scientific materials to remind children that the operation is orderly and scientific. Teachers can organize children's sorting, classification, storage and other operations according to their abilities, and gradually let children manage independently through some signs. The social activity area is also known as the role game area. There are too many kinds of materials. Each material needs to be classified and placed, labeled or illustrated to mark the operating rules of the materials. In the language activity area, teachers and children can prepare some pictures, taped toys, physical pictures or some scene creation to let children look at pictures, speak and tell.

4. Conclusion

In the process of effective application of identifications in kindergartens, its education and effectiveness should be fully considered. Strive to create an environment coordinated with the educational objectives of kindergartens. For preschool teachers, they should not only be good at creating a class environment rich in identity, but also make effective use of this environment, so as to promote the healthy and all-round development of children.

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