

Practice and Reflection on Moral Education Curriculum in Kindergartens Against the Background of Curriculum Gamification

Liuxuan Wang¹

¹*Jiang'an District Yingcai Kindergarten of Wuhan City, Hubei Province, Wuhan, Hubei, China*

ABSTRACT

Under the educational philosophy of "fostering virtue", early childhood education should attach importance to moral education, which should be given equal status as intellectual education and childcare. The moral education of young children not only requires teachers to be familiar with and master the cognitive experience of young children, but also to promote the improvement of their intellectual level. At the same time, moral education content should be infused into the teaching of cultural knowledge, so that young children can achieve good development in terms of ideology, morality, values, and other aspects. Curriculum gamification, as the most popular and efficient way of education for young children, combined with moral education in kindergartens can maximize the effectiveness of moral education. This article will practice and reflect on the implementation strategies of moral education curriculum in kindergartens under the background of curriculum gamification.

Keywords: *Moral education curriculum, Preschool education, Curriculum gamification.*

1. INTRODUCTION

Games are the main activity content in the early childhood stage. Games are the curriculum content and also the way to implement the curriculum. [1] Integrating games with moral education courses and conducting moral education in the form of games can better promote the development of children's moral education quality. The "Outline" points out that games should be the foundation and education should be integrated into all activities. Integrating games into moral education and creating a good teaching environment for moral games has become a common concern for teachers today.

2. PROBLEMS IN MORAL EDUCATION IN KINDERGARTENS

2.1 The Utilitarianism of Moral Education Goals

As people's educational concepts become more advanced, the important value of moral education is

increasingly valued. However, in actual education, moral education has not been truly placed in an important position. There are three main reasons for this: firstly, kindergartens do not have a comprehensive and profound understanding of moral education work. Some kindergartens believe that moral education is just about making children understand politeness, which leads to limitations in moral education; Secondly, some teachers do not attach enough importance to moral education and believe that it is premature to provide moral education to young children; Thirdly, under the influence of exam-oriented education, teachers tend to overly focus on the intellectual development of young children in order to better adapt to primary school life. Under the influence of these utilitarian ideas, there is a strong utilitarianism in moral education in kindergartens.

2.2 Adult-oriented Moral Education Content

In moral education in kindergartens, some teachers overlook the dominant position of children and demonstrate strong adult leadership in activity

content, segment arrangement, and environmental creation. For example, in the long-term creation of a moral education environment, content that is more suitable for young children and familiar to the general public has already been used, so some teachers begin to introduce historical figures and even post world maps. In these moral education contents, young children not only lack interest, but also cannot connect with their actual lives, leading to the formalization of moral education.

2.3 The Methods of Moral Education Needing Enrichment

The thoughts and behaviors of young children are largely determined by their age characteristics.[2] The immature thinking of young children makes this stage a crucial period for the initial formation of moral behavior. Some teachers use oral lectures in moral education, which not only lack opportunities for children to experience games, but also lack case studies. Such moral education cannot generate a sense of identity in young children, resulting in ineffective moral education.

3. MORAL EDUCATION STRATEGIES IN THE CONTEXT OF CURRICULUM GAMIFICATION

3.1 Gamification of Life Moral Education

3.1.1 Creating Game Scenarios to Promote the Development of Moral Education in Early Children

Although teachers often tell early children to be helpful, learn to share, and respect their teachers, the children's understanding is not profound. Teachers can engage in games during teaching activities to help young children develop noble character.[3] By using games as a form of moral education, early children can have a high level of interest and a strong sense of participation, which in turn can improve the actual effectiveness of moral education.

For example, the "Guidelines for the Development of Children Aged 3-6" states that early children should get along well with their peers. In outdoor sports games, teachers can divide children into groups and have each group participate in competitions. Children will gradually develop a sense of collective honor and learn to cooperate and communicate with their peers during

competitions. Similarly, music activities, painting activities, language activities, and scientific exploration activities can all enable young children to learn collaboratively, fully realizing the value of cooperative learning and helping them enhance their social intelligence.

3.1.2 Cultivating Children's Moral Qualities Through Role-playing Games

The "Guidelines" point out that early children should have a preliminary sense of belonging. Role playing, as a form that young children enjoy, can cultivate their collective spirit.

For example, teachers can take children to play role-playing games and have them take turns playing the role of a housekeeper. The task of a butler is to control other companions on the basis of managing oneself well. When a child does not follow discipline in class or rules in games, the butler should promptly discipline them. At the same time, the butler is also responsible for helping others. When the butler discovers that a teacher or other child needs help, the butler must immediately step forward to assist. Before leaving the kindergarten every day, please ask all the children in the class to rate the housekeeper for today. Those who perform well can be rewarded for being a housekeeper for another day. Faced with such glory, early children will do their best and learn to help others in the process of being a housekeeper. In addition, early children will also feel a sense of achievement in helping others, and other children will be influenced by the housekeeper to continuously improve their character.

3.2 Moral Education in Hands-on Operation

The "Guidelines" point out that early children should be able to understand surrounding things and phenomena through exploration. Early childhood teaching activities focus on children's personal operation and experience, so improving gamification through hands-on operation can enhance children's moral qualities. For example, in the buoyancy experiment of water, the teachers can provide enough rubber clay for the children and guide them to try what shape of rubber clay can float on the water surface with the scenario of ants crossing the river. Children can not only experience the joy of games and gain direct experience in experiments. Through multiple attempts, early children learn to face difficulties and persevere

through repeated failures. When the children's experiment is successful, the teachers guide them to think and explain the reasons to deepen their understanding of the knowledge. This gamified experimental activity can stimulate children's curiosity and generate their love for science.

3.3 Moral Education in Theme Activities

3.3.1 Guiding Early Children to Harvest and Experience Growth in Themed Education

Theme activities are usually long-term, during which early children can feel their own progress and growth, and thus develop a sense of responsibility as "big children". The "Guidelines" point out that young children should have self-esteem, confidence, and autonomy. In themed activities, children's subjectivity can be fully utilized to enhance their sense of participation and experience.

For example, in the "I'm Growing Up" themed educational activity, teachers can guide young children to showcase their life skills and invite them to play the role of teachers to teach other children life skills. In games, children's awareness of sharing and cooperation will be developed. Most children are only children, and their parents spoil them excessively, causing them to have domineering, capricious, selfish personalities. Teachers can often organize games to help children learn how to interact with the group. Teachers can also guide young children to discover their own growth and progress, and express them. When early children hear about their peers' growth, they will discover their strengths. On the one hand, they will feel happy for their peers, and on the other hand, they will secretly encourage themselves to learn from their peers.

3.3.2 Feeling the Effort in Themed Activities

The "Guidelines" point out that young children, especially those in large classes, should have a preliminary sense of belonging and be willing to work for the collective. Teachers can use this as a guide to design activities.

For example, in the "Happy New Year" themed educational activity, teachers can ask children to bring their favorite decorations home and dress up the kindergarten together. They create a New Year's environment for young children through the

arrangement of the environment. In the festive atmosphere of the New Year, children discuss with each other how they will receive love and care from their elders, forming a grateful attitude. At the same time, early children will feel that they have grown up through such activities and develop a sense of responsibility to be role models.

3.4 Moral Education in Characters in Picture Books

Children are naturally interested in stories, and the plot in picture books is very novel, with vivid language and great imagination. Children can not only use their imagination, improve their language and thinking abilities, but also feel the truth, goodness, and beauty of the world in picture book stories. The "Guidelines" point out that young children should have preliminary reading comprehension abilities. During the process of listening to stories, young children can feel the emotions expressed in the works. Therefore, teachers should make full use of picture book stories as a carrier and conduct moral education in the form of games to help children elevate their emotions and improve their moral qualities in the immersive journey of picture book stories.

For example, the classic story "Little Red Riding Hood" can be adapted into a script, allowing children to experience playing Little Red Riding Hood, Grandma, and Big Bad Wolf, learning to put themselves in others' shoes, and learning how to handle dangerous situations during the performance of the story. [4] At the same time, children can be asked to set aside the original content of the story and perform it according to their own ideas, so that they can learn to use polite language and respect others while speaking lines.

3.5 Moral Education in Life Games

3.5.1 Skilled in Exploring Educational Materials and Utilizing Various Activities for Moral Education

The "Guidelines" point out that the sociality of young children is mainly developed through observation and imitation in daily life and games. Therefore, teachers should be good at providing observation opportunities.

For example, in outdoor activities for young children, teachers can throw a small piece of candy on the ground and let the children observe how ants carry the candy back home. The children will notice

that the first ant will try to move the candy after discovering it, but it fails. After a while, many ants will come and move the candy together. In such observation activities, children will feel the importance of unity and cooperation. After observing the ants, the teacher can ask the children to move a table and let them experience the principle of "when everyone gathers firewood, the flame is high".

3.5.2 Being Good at Organizing Activities and Fully Utilizing the Moral Value of Activities

The "Guidelines" point out that early children enjoy beautiful things in nature and life. In the activity, teachers should enhance children's aesthetic sense, creativity, and corresponding moral qualities through aesthetic education.

For example, when autumn comes, teachers can lead children to collect leaves outdoors to make leaf paintings and decorate the classroom together. During the activity, teachers can guide children to share their memories of autumn and share the joy of autumn with everyone. In this process, teaching young children the principle of "you reap what you sow", while also experiencing the joy of sharing with peers.

3.6 Moral Education in Festival Activities

Chinese culture is vast and profound. In an era where Western culture has invaded heavily, it is very important to cultivate children's cultural confidence. The "Guidelines" point out that folk games, traditional festivals, etc. should be used to appropriately introduce China's ethnic culture to young children and help them deeply perceive China's traditional culture. Cultural inheritance must start from childhood, therefore, moral education during holiday activities is very meaningful for cultivating children's cultural confidence.

For example, on National Day, teachers can explain the touching stories of revolutionary martyrs to young children, letting them know that the happy life they have now is the result of the martyrs' blood, cultivating their patriotism and gratitude towards them. Taking Jiang'an District Yingcai Kindergarten of Wuhan City, Hubei Province as the example, at the flag raising ceremony, the teachers will lead the children to learn about the Chinese national flag and emblem, sing the national anthem together, and also organize

them to watch touching stories of revolutionary martyrs in class, cultivating their patriotism from an early age.

For another example, Mid-Autumn Festival is on the 15th day of August every year of the lunar calendar, and gives this day a special meaning. On Mid-Autumn Festival, people will get together, even if they are far away from home, they will also come back to get together and pray for their families to be reunited and healthy. At the same time, every household will make many delicious foods to celebrate this day.

Many traditional cultures have been forgotten by people, which has caused many young people to lose cultural confidence and excessively worship foreign things. Many people feel that foreign festivals are more lively than traditional Chinese festivals. On Christmas, people buy gifts and exchange them, wearing Santa Claus hats or reindeer antlers. However, the riddles of the Yuanxiao Festival (Lantern Festival) have not changed for several years. The lanterns in various units have been reused for many years, and some people even don't eat Yuanxiao (Filled round balls made of glutinous rice-flour for Lantern Festival). The decline of traditional culture is by no means a good thing. Therefore, starting from today's children, teachers should intentionally guide young children, sow the seeds of inheriting and promoting culture from an early age, and let Chinese culture flourish.

4. CONCLUSION

In the context of curriculum gamification, many activities can be used for moral education. As long as teachers are good at discovering and thinking from the perspective of children, they can design very good moral education activities for early children. This article provides a small idea for the implementation of moral education, hoping to help more teachers provide reference.

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