# Practical Research on "Curriculum Gamification" in Kindergarten Language Education Activities

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**Abstract.** With the in-depth development of the new curriculum reform, the teaching mode of curriculum gamification is increasingly recognized and promoted. Preschool children are in a sensitive period of language development. The acquisition of children's language literacy is an important content of the kindergarten curriculum. Actively adopting the game-based curriculum model is an inevitable choice to adapt to the teaching reform environment. This article is to investigate the practice of language curriculum gamification in kindergartens, explore the path of optimizing language curriculum gamification, and further promote the practice of "curriculum gamification" in kindergarten language education activities.

**Keywords:** Kindergarten Language Courses; Course Gamification; Game spirit; Game

## 1. Introduction

Preschool children are in a sensitive period of language development. Promoting the development of children's good pragmatic ability is an important content of the kindergarten curriculum[1],[2]. It has also been given high attention and guidance in a series of policy documents issued by the Ministry of Education. However, the curriculum practice in the language field of kindergartens still has not achieved the ideal state, and many problems such as "knowledge-based" and "result-oriented" have not been resolved. In recent years, research on the relationship between games and kindergarten curriculum has given opportunities for the development of kindergarten language curriculum[3],[4]. Further exploration of the adaptability of games and language education has become the starting point of this research.

## 2. The construction of gamification of language courses in kindergartens

The gamification construction of kindergarten language field courses refers to the gamification language field courses and series of exploration practices that are consistent with kindergarten resources, teachers and other conditions, and close to the kindergarten's children's experience and development needs. The author conducted a survey on four kindergartens, showing the following gamification construction status.

## 2.1 Kindergartens generally carry out the exploration of gamification teaching practice, and have a strong awareness of gamification construction.

The survey found that the four kindergartens are exploring gamification teaching courses, using game elements as an important link in public class presentations and teachers' professional ability assessment, but a teaching model that can be promoted and practiced has not yet been formed. Kindergarten teachers are also deeply aware of this point. When asked about "the necessity of gamification in the language field of kindergartens",(See Table 1), 98.5% of preschool teachers hold a "positive" attitude, and 64.9% of preschool teachers even think that it is "very necessary" to carry out gamification of language courses.

**Table 1.** Teachers' recognition of gamification in language courses

| Q1 | Frequency (N) | Percentage (%) |
|---|---|---|
| Effective 1 (very necessary) | 133 | 64.9 |
| 2 (necessary) | 69 | 33.7 |
| 3 (general) | 3 | 1.5 |
| Total | 205 | 100.0 |

## 2.2 The blueprint for gamification of language courses is still under construction

On the whole, kindergartens and preschool teachers are still in the overall exploration of the gamification construction of kindergarten curriculum, and have not comprehensively thought about the gamification construction of the language field curriculum. When expressing their ideals for gamification in the language domain (see Table 2), several options favored by early childhood teachers were "beneficial to children's languagedevelopment" (94.6%), "in line with children's thinking characteristics" (87.3%), "cultivate children's language expertise" (70.7%) and "outstanding characteristics" (63.9%), compared with "strive for parents' approval" It has become an easily overlooked item in the gamification of language courses for preschool teachers.

**Table 2.** Teachers' blueprint for the construction of gamification courses in the language field

| Q2 | Frequency (N) | Percentage (%) |
|---|---|---|
| Q2(A features prominently) | 131 | 63.9 |
| Q2(B is beneficial to the development of children's language ability) | 194 | 94.6 |
| Q3(C conforms to the thinking characteristics of young children | 179 | 87.3 |
| Q4(D Fight for parental approval) | 104 | 50.7 |
| Q5(E Cultivate children's language skills) | 145 | 70.7 |
| Total | 753 | 367.3 |

## 2.3 The biggest difficulty in the gamification of current language courses is the lack of direction and action guidelines

When thinking about the "difficulties in carrying out the gamification of curriculum in the language field" (see Table 3, 80.7% of teachers think that "there is a lack of expert guidance" and no direction; At the same time, 51.0% of preschool teachers believe that "weak parental support" is also one of the factors hindering the gamification of language courses. In addition,

"shortage of funds" and "Weak support from higher authorities" has also become a deterrent factor.

Table 3. Difficulties in the construction of gamification in language courses

| Q3 | Frequency (N) | Percentage (%) |
|---|---|---|
| Q3(A Lack of expert guidance) | 163 | 80.7 |
| Q3(B shortage of funds) | 68 | 33.7 |
| Q3(C Parental support is weak) | 103 | 51.0 |
| Q3(D The support from higher authorities is weak) | 30 | 14.9 |
| Q3(E Teachers lack of gamification literacy in | 133 | 65.8 |
| Total | 497 | 246.0 |

## 2.4 Teachers generally feel the lack of gamification ability in their own language courses

When answering "whether it is necessary to enhance the gamification ability of language courses" (see Table 4), preschool teachers generally feel the lack of gamification ability of their own language courses, and 95.6% of the teachers expressed the need to "enhance their gamification ability of language courses" , and even 75.1% of the teachers expressed urgent needs.

Table 4. The demand for capacity improvement in language course gamification construction

| Q4 | Frequency (N) | Percentage (%) |
|---|---|---|
| 1 (very much needed) | 154 | 75.1 |
| 2 (more necessary) | 42 | 20.5 |
| 3 (normal) | 8 | 3.9 |
| 4 (somewhat needed) | 1 | .5 |
| total | 205 | 100.0 |

The survey further shows (see Table 5) that the "language curriculum gamification ability" that preschool teachers think should be strengthened ranks in the top three are "basic language education literacy" (91.2%), "ability to create appropriate games" (86.3%) %) and "belief in game teaching" (82.9%), followed closely by "the ability to make game materials and tools", "the ability to reflect and evaluate" and "the ability to create game courses", with 145, 144 and 134 children respectively The teacher selects this option.

Table 5. Distribution of gamification-building capabilities in language courses

| Q5 | Frequency (N) | Percentage (%) |
|---|---|---|
| Q5(A basic language education literacy) | 187 | 91.2 |
| Q5(B Beliefs in Game Teaching) | 170 | 82.9 |
| Q25(C Ability to create suitable games) | 177 | 86.3 |
| Q5(D Ability to make game material tools) | 145 | 70.7 |
| Q5(E Evaluate the ability to reflect) | 144 | 70.2 |
| Q5 (F Ability to create F courses) | 134 | 65.4 |
| total | 957 | 466.8 |

# 3. Practical strategies for the gamification of language courses in kindergartens

## 3.1. Clarify the connotation of gamification in kindergarten language courses

We advocate the promotion of gamification in the language field curriculum, not to change all language teaching activities into game activities, but to infiltrate the concept and spirit of games into various activities implemented in the language field curriculum, so that the language field courses are closer to children , suitable for and attractive to young children, and realize the language development-oriented kindergarten language courses for young children [5].First, games should be encouraged. Games are not recreational activities for regulation. They are the content and method of language learning for young children. They have extremely high educational value. Teachers should establish a psychological atmosphere of "games are important" and build a sense of games in language teaching. Second, to serve the game, teachers should strive to create an attractive game environment, prepare a variety of game materials, provide a broad and safe game space, stimulate the effective occurrence of games and children's pleasant game experience[6]. Third, it is necessary to guide the game reasonably, avoiding the transformation of "overdoing" into "director", leading to the result of game means and formalization, and ultimately losing the fun of children learning language in games[7].

## 3.2 Action plan for reforming kindergarten language field curriculum

As Professor Yongping Yu said: "Kindergartens should gradually get rid of the crutch of the curriculum plans they bought"[8] Kindergartens and teachers should gradually change their one-way reliance on provincially compiled kindergarten theme activity teaching books and material packages. The establishment of the curriculum gamification program in the entire language field, from objectives, content, to organization and implementation and evaluation, reflects the concept of the child care center, that is, to acquire and develop children's language core experience, to develop children's initiative and enthusiasm, and to promote children's Good emotional experience as the focus of language course gamification programs.

### 3.2.1 The goal is to acquire the core experience of children's language

Teachers establish the development goals of language course gamification according to children's language core experience. First, the goal of language course gamification is potential. The teacher's goal cannot directly become the explicit requirement for children's language activities, and the teacher should objectify the educational intention, that is, implicit the teaching goal in the environment provided for children. The second is to transform the educational requirements into the needs of young children. By guiding the positive interaction between young children, teachers and peers, the interaction with the language environment and materials, and promoting the active activities of young children to meet their own needs to achieve the goal.

### 3.2.2 Activities that carry the core experience of children's language as the content

In order to realize the goal of children's language core experience development in the language course gamification, it is necessary to provide a comprehensive and complete language course

content, which not only contains listening experience, expression experience, literary works appreciation experience and early reading experience, but also takes into account Realize the unity of the three-dimensional goals of cognition, skills and emotional attitude.

### 3.2.3 Use gamified scenarios, environments and materials as organizational guarantees

It is not enough to simply provide children with activities that carry the core experience of children's language. After all, from the perspective of language itself, these contents tend to be skill-based and knowledge-based. Activities should be carried out in a game-like environment and using language as a game material.

### 3.2.4 To build a gamification evaluation mechanism for language courses as a means of improvement

To build a gamified evaluation mechanism for kindergarten language courses, we must first establish the evaluation content. What needs to be changed is that the evaluation content should no longer revolve around text symbols such as program plans, that is, the achievement of course teaching tasks and the realization of goals. We must truly see the educational subject— - Human change, that is, observing the development of children's language ability and the effectiveness of all factors surrounding the child's language development.

### 3.3. Improve the professionalism of teachers in the field of language course gamification

The core of the gamification of language courses lies in young children, and the key lies in the teachers. The professional level of teachers will directly affect the quality of the construction of gamification in the language field of kindergartens. First of all, we must start from the teacher's language cognition. Teachers need to be familiar with the law of children's language development, the goals and content of language development in the preschool stage. Growth portfolio, etc., form a personalized and targeted language education. Secondly, improving teachers' educational wit in observing and intervening, timely and moderate intervention will effectively generate children's game experience and tap the potential educational factors in the game to meet the emotional needs of children's language acquisition games; on the contrary, inappropriate intervention, Interruption of play and emotional dissatisfaction may result in young children.

## 4. Conclusions

penetration of the spirit of games in kindergarten curriculum activities. As far as children's language development is concerned, games are the carrier of language acquisition and development, because games are children's life and form of existence. The integration of language education and game spirit restores the life of children, makes kindergarten language courses more suitable for children's nature, and prevents and corrects the "non-childish" tendency.

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