Research on the Application of New Media Resources in Gamification Teaching of Early Childhood Curriculum

Hua Xueting

Bohai Shipbuilding Vocational College, Huludao, Liaoning, 125000, China

Abstract: *Applying new media resources to young children's gamification teaching can stimulate their imagination, creativity, and concentration and promote their understanding of knowledge through vivid new media dynamic pictures, thus improving their teaching efficiency. This paper studies and analyzes the significance of young children's gamification teaching and the application of new media resources in young children's gamification teaching and puts forward some application strategies of new media resources in gamification teaching in early childhood curriculum to provide a reference for relevant personnel.*

Keywords: *New media resources; Young children's teaching; Gamification teaching*

1. Introduction

The main direction of early childhood teaching reform is the gamification of early childhood courses. In order to effectively cater to the actual activities of children's development, actively promoting the gamification of early childhood courses is one of the most effective ways. It can effectively implement the child-centered education and teaching concept in the new curriculum reform and simultaneously create a harmonious and relaxed atmosphere with relatively lively game methods to promote the healthy development of children's minds and bodies. Gamification teaching can effectively meet children's needs for play while achieving teaching goals and subtly impact children's physical and mental health development. Teachers infiltrate teaching content into course activities through games to form more interesting educational and teaching activities. Using the method of gamification teaching in practical courses, teachers objectively summarize teaching strategies, give full play to the role of life education resources, and flexibly change the ideological concepts of preschool teachers and parents. They can create a good kindergarten game environment and promote the full implementation of the child-oriented educational concept.

2. Young children's Gamification Teaching

Young children's gamification teaching refers to a method that focuses on disseminating teaching content and improving young children's comprehensive ability. It takes young children as the main body, integrates game elements and game mechanisms into the teaching process of early childhood courses, and turns the teaching content into gamification. It guides students to participate in activities and cooperate with teachers and classmates by organizing lively and engaging teaching game activities to stimulate young children's concentration, imagination, and communication skills and improve their comprehensive literacy.In game teaching activities, teachers need to abide by children's dominant position, jump out of the time and space constraints of games, and cater to children's many needs. Under teachers' guidance, the teaching quality level has been improved.

One is to create a good atmosphere for activities. In traditional kindergarten game teaching activities, there are still main problems such as neglect of young children's subjectivity, being easily affected by venue facilities, and relatively low attention from teachers. Not only may they discourage young children's initiative, but they may also hinder educational development. Introducing game activities into kindergarten teaching can speed up young children's adaptation to a relatively unfamiliar environment, shorten the distance between young children, teachers, and partners, and form a relatively harmonious relationship. It also creates rich and diverse materials, facilities, and tools for young children to form an excellent activity atmosphere and gradually grow up.

The second is to cultivate good study habits. The early childhood stage is essential for students to form good study habits and develop good cognitive abilities, so teachers need to pay attention to it. For example, in game teaching activities, teachers can create abundant, safe, and healthy game activities and places for students and then enable students to communicate and interact in depth in game activities, cater to young children's curiosity, and satisfy their desire for knowledge. When young children practice and think with their brains, they can exercise their physical and mental coordination ability and deeply perceive the fun of learning and the purpose of activities.

3. The Significance of the Application of New Media Resources in the Gamification Teaching of Early Childhood Curriculum

3.1. Stimulate Young children's Imagination and Creativity.

Young children like new things and interesting activities. They have rich imaginations and creativity and are good at imagining things. Therefore, teachers carry out gamified teaching, which can activate the teaching atmosphere, enrich young children's learning experience, enable them to "learn through play, play in learning," improve their interest in learning, and deepen their curiosity about new things and knowledge. Applying new media in young children's game teaching can combine new media game activities with primary knowledge teaching, enrich their minds and imagination by using new media resources, and improve their thinking and hands-on ability. New media teaching equipment can display colorful motion graphics and interesting sounds for young children, stimulate their thirst for knowledge, and improve their interest and desire for creation (Qian, 2021, pp. 212-214)[1].

3.2. Improve Young children's Desire to Participate and Concentrate.

Teachers should carry out multimedia game teaching activities. They should use multimedia technology to integrate game elements into the game teaching process according to young children's psychological characteristics, growth and development rules, and release interesting game learning content in an all-around way through multimedia technology. At the same time, teachers should innovate game-teaching activities, and improve the fun of classroom teaching, thus stimulating young children's enthusiasm for learning and desire to participate. Unfortunately, the learning process is easy to make them feel bored, making it difficult to concentrate and devote themselves to the learning process of related knowledge. However, the development of new media games can use new media technology and teaching equipment to carry out gamification activities. This gamification teaching activity conforms to young children's psychological characteristics, which can meet their needs for playing and self-expression. As a result, young children can quickly enter the learning state in free and enjoyable games, which improves students' concentration in learning and their learning efficiency and quality (Gu, 2021, pp. 83-84)[2].

3.3. Help Young Children Understand

Improving young children's comprehension ability of the learning content in the process of young children's teaching plays a vital role in improving young children's teaching quality. Young children's songs, fairy tales, paintings, and other content taught by kindergarten teachers should rely on teaching resources such as pictures and videos to help students understand better. Simple narration, explanation, and language expression are complex for young children to understand relevant content effectively and deeply. Pictures and videos are vivid, and integrating them into young children's teaching activities can simplify the difficulty of related knowledge and promote their understanding. Teachers use relevant multimedia resources to guide young children to mobilize their auditory and visual senses, to appreciate and learn the pictures, including teaching content, to strengthen their impressions, to guide them to imitate, and to improve their cognitive and comprehension ability.

3.4. Improve Teaching Efficiency and Expand Learning Resources.

Some young children's teaching activities require teachers to guide them to practice. However, due to safety problems, it is difficult for young children to leave the kindergarten area and enter nature. Therefore, they need more opportunities to practice and improve their practical ability. Using multimedia technology, multimedia resources, and multimedia teaching facilities can expand young children's teaching resources and broaden students' horizons so that students can personally experience

social practice activities outside the campus. For example, teachers can show students the ever-changing society through the video presentation of story picture books. In carrying out young children's game-teaching activities, it will be difficult to collect materials because some game materials are expensive and bulky. However, the game activities have to be carried out with the activity materials. The use of multimedia resources can solve this dilemma. Teachers can use the Internet to collect network materials and make them into video courseware to show students. Multimedia resources have more comprehensive and systematic teaching activity materials, which can broaden young children's horizons.

3.5. Improve the comprehensive quality of teachers

With the development of early childhood education, preschool teachers have also put forward higher requirements for them. Teachers should not only master the basic theory of early childhood education, but also master the method of applying modern teaching equipment. As a brand new teaching resource, the new media resources have created conditions for the gamification teaching of young children's curriculum in China, and also have a great impact on improving the comprehensive quality of teachers. New media resources can enrich teachers 'knowledge reserve, make teachers realize the importance of strengthening the application of new media resources, and also make teachers establish lifelong learning awareness in teaching work, strengthen the learning and understanding of new media resources, and then promote the development of China's education in China. It is believed that in the near future, the professional quality and professional ability of preschool teachers in China will continue to improve, and help the steady development of early childhood education.

4. The current application status of new media resources in the gamification teaching of preschool curriculum

4.1. Teachers lack the importance to new media resources

Consciousness is an important condition to guide behavior, what kind of consciousness will produce what kind of behavior, but in the current some teachers did not realize the importance of preschool curriculum gamification teaching application of new media resources, so in the daily teaching will reduce the application of new media resources, so that early childhood teaching work will produce a vicious circle, gamification teaching level is also difficult to guarantee. The application of new media resources can activate children's classroom, and let children understand knowledge and explore knowledge from different perspectives. Teachers' insufficient attention to it will hinder the development of early childhood education to a large extent. Therefore, in the future development, preschool teachers need to constantly change their ideas, strengthen the cognition of new media resources, reconstruct the new media resources with a new teaching concept, explore the potential of new media resources, and make it become an important driving force on the development road of education.

4.2. Teachers have not made sufficient application of new media resources

New media resources in children's curriculum gamification teaching has significant application advantage, the kindergarten some teachers also realize this, began to try to apply new media resources to the curriculum, but through the analysis of preschool teaching work found that some teachers' application of new media resources is not sufficient, reduce the effectiveness of the gamification teaching. The main reason for such problems is that the professional quality and professional ability of some preschool teachers need to be improved, and they have not mastered the method of applying the new media resources, which makes it difficult for the new media resources to play a role in the field of early childhood education.

4.3. There are still some deficiencies in the new media resources

With the development of education, the new media resources begin to combine with the development of modern education work, which promotes the education work to present a new development characteristics. Although new media resources have driven the development of education, they also have some deficiencies. For example, the lack of adaptability between some new media resources and children's teaching work makes some teachers unable to coordinate the relationship between new media resources and children's curriculum, and even have a bad impact on children's

curriculum teaching. Therefore, in the future development, Chinese technical researchers should pay attention to the new media resources, timely make up for the shortcomings of the new media resources in the teaching, so as to better play the role of the new media resources, and promote the innovative development of the teaching work.

5. Application strategies of new media resources in gamification teaching of early childhood curriculum

5.1. Enrich the Gamification Teaching Content with the Help of New Media Resources.

In the past, teachers often used static teaching tools to teach young children's courses, such as blackboards, pictures, and picture books. It was challenging to enliven the classroom atmosphere effectively, and static course teaching could not meet their psychological needs and growth and development need to a greater extent. With the help of new media resources for young children's gamification teaching, teachers can implement a dynamic and vivid teaching process according to their psychological characteristics and needs. Teachers use new media technology to collect learning resources, design teaching video courseware, and visually present diversified pictures and sounds related to recitation, singing, dancing, story characters, story scenes, and storyline to them. It enriches the content of gamification teaching activities. For example, when teachers teach "I Will Take Care of Books," students can use the new media teaching equipment to play the correct demonstration pictures of correctly taking books, turning over the pages, caring for books, repairing books, and sorting them. They can intuitively see the methods of flipping through books and protecting books in vivid demonstration operation pictures. After this new media game activity, young children will love books and know the methods of protecting books. When students flip through books, they gently flip through them page by page, learn how to repair books, and actively organize book corners, thus cultivating young children's good habits of caring for books in daily life (He, 2019, p. 35)[3].

5.2. Collect and Integrate Family Resources with the Help of New Media Technology.

Family members play an essential role in young children's growth. Parents are young children's role models and life teachers, and parents' ideas will significantly impact them. With the help of new media technology, teachers can collect family-related information through big data and sort out and utilize family resources. For example, teachers can send family resources survey forms to parents so that parents can fill in their hobbies, specialties, and other information. Teachers should communicate with parents and invite parents to enter the kindergarten to participate in parent-child interactive teaching activities of games with their kids to respect parents' working hours. For example, some parents are good at drawing, while others are good at photography. Teachers can guide parents to make documents or video courseware about painting teaching. Parents can use dynamic video frames, their language, and experience to show and explain drawing to kids. They can cultivate young children's interest and ability to use lines to describe things, their appreciation, and their artistic creativity. Teachers can also guide parents to record this gamification teaching activity with cameras. The kindergartens can use the videos as spare courseware to enrich their curriculum content. As a result of participating in the lively, attractive, and affectionate drawing learning game class, parents can stimulate young children's interest and improve their drawing skills and aesthetic ability

5.3. Utilize Natural Material Resources with the Help of New Media Technology

In the process of young children's game course activities in the past, the collection of natural materials is difficult for them, and many natural materials are rare in real life. They are not conducive to the production of natural materials and the development of splicing game-based teaching activities. Teachers use new media technology to carry out corresponding gamification activities, which can expand the time and space of teaching and break the secure teaching mode. Teachers use new media technology application software such as intelligent blackboards, smart painting whiteboards, and PPT software to collect natural material resources. Some animation videos or short films are in line with young children's psychological characteristics and can attract their attention. While enjoying the video animation, young children can recognize numbers and colors and understand the beautiful scenery of nature. For example, teachers can carry out the new media gamification teaching activity of "collecting natural materials and turning waste into treasures." They can use the advantages of network resources to collect natural material resources, use relevant dynamic production software to cut, splice, and

produce natural materials, and re-splice garbage bags, packaging bags, scrap wood blocks, and stones. They can guide students to use their imagination and creativity to "turn waste into treasure" transformation activities, such as using waste paper, bamboo strips, wooden sticks, and other natural materials to make lanterns. This theme game activity enables young children to deeply understand natural materials' use, value, and characteristics and cultivates their environmental awareness of recycling and saving resources.

5.4. Play the Role of Social Resources through Information Technology

With the rapid development of information technology, information education methods have gradually penetrated the current preschool education system and simultaneously formed a crucial educational method in the preschool education system. The deepening and use of information resources and technologies can create convenience for preschool education and is an important internal driving force for the implementation of gamification teaching activities. The evaluation function can create a good reference for the pros and cons of the gamification teaching effect. Under the new media environment, a rich and diversified network resource reserve can be formed in the preschool education system. When formally carrying out the teaching activities of preschool education gamification courses, teachers can try to play the role of modern information teaching methods. With the joint efforts of teachers, high-quality professional resources will be formed. According to the development of young children's characteristics, teachers can create game activity courses with distinctive features that are in line with their learning.

6. Conclusion

Applying new media resources to the gamification teaching of young children's courses is in line with their psychological characteristics, hobbies, and learning needs. Therefore, teachers should use new media resources to enrich gamified teaching content, use new media technology to collect and integrate family resources, and collect and use natural material resources. By these means, teachers can realize a vibrant gamification classroom teaching atmosphere and improve young children's understanding, memory, and grasp of relevant knowledge.

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