

An Overview and Strategies for Kindergarten Sports Activities: Assessing the Current Situation and Identifying Countermeasures

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Abstract

For a long time, under the influence of the traditional ideology that emphasizes knowledge supremacy, sports activities have been treated unequally, often equated with "play". However, in recent years, the decline in the physical fitness of children and adolescents has drawn extra attention to sports activities. Early childhood is a critical period for children's physical development, and outdoor sports activities in kindergarten play a crucial role in enhancing children's physical fitness and promoting their overall development. Children's physical activities provide children's physical development to maintain health, so that children promote the development of sports skills through physical exercise. This study explored the current situation of kindergarten physical activity around time, space, content and teacher attitude through observation method and interview method. Study found that kindergarten physical activity type is single, kindergarten sports equipment utilization is low, insufficient venues, lack of effective teachers' guidance, analysis the main cause of the above problems is: kindergarten does not pay attention to physical activities, teachers did not scientific use of materials, sports space is limited, inadequate teacher guidance. It puts forward the strategies of improving the kindergarten physical activity curriculum, strengthening the management, improving the utilization efficiency of sports equipment, reasonably planning the site, expanding the activity space, creating good conditions, introducing professional teachers, and improving the professional quality of teachers.

Keywords: kindergarten; physical activity; teaching status

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The Party and the state attach great importance to sports activities in kindergartens. "Kindergarten Education Guidelines" and "Development Guidelines for Children aged 3-6" pointed out that kindergartens should actively carry out colorful outdoor games and sports activities, children in the kindergarten daily outdoor activity time should not be less than 2 hours, including sports activities should not be less than 1 hour. Kindergarten sports activities through targeted sports and physical activities to promote children's overall physical development and healthy growth. Sports activities is of great significance in the kindergarten education, through the basic movements, gymnastics exercises and sports games these three aspects, emphasizes the children in the body movement and imagination in the activity, cultivate children's physical quality, coordination and movement skills, promote children's physical health, social ability and cognitive development(Xu,2003). Children's sports activities should be organized and carried out according to the characteristics and rules of children's physical and mental development, and the content of the activities should be adapted to children's age structure.

1. Introduction

Children's sports not only include children's sports activities, but also refer to all aspects of children's daily life(Song,2021). Most countries will formulate kindergarten sports curriculum guidelines or educational outlines to incorporate children's sports activities into the scope of health, and use sports game activities to realize the cultivation of children's bodies.

In the 20th century, the United States began to pay attention to the development of children's sports activities, especially the communication ability of sports activities on children's interpersonal communication. In April 1993, the United States promulgated the *American Education Act*, which pointed out: Kindergarten sports activities should cultivate children's strong physique, healthy body and the most basic ability to communicate with people when they are about to enter primary school(Huo, 2013). In 2007, the United Kingdom introduced the *Basic stage of early childhood Act*, which believes that children's learning and development need to be achieved through play activities. The value of British preschool education to the development of early childhood sports is to promote the all-round development of children's emotional, physical, social and intellectual aspects, and help children prepare for school. Russia regards preschool education as the fundamental way of pre-K

education, and Russia also emphasizes the development of sports games and various outdoor activities to promote the development of children's morality, intelligence, physique, beauty and labor. Russia believes that kindergarten sports activities and sports games are different, emphasizing the systematization of children's sports activities. Russian kindergartens and other countries pay more attention to running training, in which children's endurance can be honed(Zhou, 2013).Children's sports are defined as kindergarten sports, that is, basic movements, gymnastics exercises and sports games carried out in kindergartens, emphasizing children's physical movement in activities and imagination in activities(Xu, 2003).The definition of children's sports is the process of children's physical movement, that is, a series of sports carried out in kindergartens. The development of the body requires various sports stimuli (such as running, jumping, etc.) to act on the movement process of children. After receiving various signals, it is accompanied by regular movement practice, so that children can form skills and operate, and finally give children a new stimulus, so that children can learn new skills. Carrying out physical activities has high value. On the one hand, it can promote children's physical development and coordination of motor ability; the second is to develop children's physical and mental health through the process of exercise(Liu, 2014).Children's physical activities should be arranged according to the characteristics and laws of children's physical and mental development, and the content of the activities should be adapted to the age structure of children(Pang, 2014).Children's physical activities should follow the laws of children's physical development. Physical activities play an irreplaceable and important role in the cultivation of children's cognitive style, brave quality, thinking ability and creativity. In this training process, a complete set of curriculum design is required., and effectively implement teaching goals in the implementation of activities(Wang, 2011).

2. the current situation of kindergarten sports activities

Taking the physical activity in a kindergarten in Huangshi city as an example, using the method of asking and observation method and interview, we investigated the time, space, content of physical activity and the attitude and understanding of preschool teachers on physical activity in kindergartens.

2.1 The time of kindergarten sports activities

In the Work Regulations of Kindergarten, it is required that " children's outdoor activity time (including outdoor sports time) shall not be less than 2 hours per day, and boarding kindergartens shall not be less than 3 hours; cold and high temperature areas can be increased or decreased as appropriate."Therefore, the time arrangement of kindergarten sports activities is of great significance for children's physical development, the improvement of sports ability, and the arrangement of the concept of time.

The entry time of small class, middle class and large class is 7:40, the morning exercise time is between 7:40 and 8:00, and the departure time from the kindergarten is 17:00, with a total of 9 hours and 20 minutes. Compared with other kindergartens in this area, the time of children in the kindergarten is relatively long. From the small class, middle class, large class of a class to do the following observation statistics:

Table 1 Time statistics of physical activity in kindergartens

Class / time	start time	terminal time	Activity duration
the bottom class in a kindergarten	10: 05	10: 20	15min
the middle class in a kindergarten	15: 05	15: 25	20min
the top class in a kindergarten	10: 10	10: 35	25min

According to the statistics of small class, middle class and large class, we can find that each age stage (small class, middle class and large class) have PE activities once a week (excluding outdoor sports activities), in which small class children have 15 minutes of teaching time (excluding preparation before the activity, the following stairs, and using the toilet); at 15:05-15:25; 10:10-10:35 am on Thursday, 25 minutes. Of sports activity time and children's age characteristics are consistent, small class of children's physical and mental development is not mature, sports time can not too long, prevent children too tired, with the growth of children age, children's physical and mental development gradually mature, physical development, gradually increase physical activity length, increase the intensity of activity, exercise children's physique, promote the development of the body.

2.2 Space for children's sports activities

Kindergarten sports activity place is the basis of kindergarten activities, there is no appropriate activity field, the development of sports activities does not have the corresponding material conditions, kindergarten field is related to the quality of children's sports activities.

Table 2 Children's sports venues and comparison

Floor / classification	Area (m ²)	movement area	classes and grades in school	use
the ground floor	300	The corridor of the panstrip	Small class, middle class, large class, preschool class (13 classes in total)	Public movement, slide, climbing area
second floor	80	Small corridor	Small class, middle class, large class (9 classes in total)	balance beam

The outdoor sports activities of the kindergarten are mainly held in the open place on the first floor, which presents a corridor, long and narrow area. According to the author's measurement, the activity place covers an area of about 300 square meters, and slides and climbing frames are placed in the activity area for children to play, and the activity space is limited. There is also a children's activity venues on the second floor corridor, area of about 80 square meters, the corridor is close to the Chinese room space, space place the balance beam to exercise children balance ability, teachers guide kindergarten game activities will be limited, thus can see children outdoor sports activities available actual area is limited.

Table 3 Comparison of indoor and outdoor activity areas

Internal and external / classification	article	classes and grades in school	use
indoor	Nap bed, tables, chairs, benches, library shelves, etc	Single class use	Mainly is education and teaching, and physical education teaching activities
outdoor	Balance beam, climbing frame, slide slide	Common area, shared by all classes	Morning exercise activities, sports teaching activities, outdoor sports activities

In indoor sports activities, mainly is each class classroom, because of the building building structure difference, classroom area size is different, indoor is full of nap bed and table bench, when carrying out sports activities need to stack it up, move to make a certain space, otherwise there is not enough space to carry out sports activities. In the outdoor activities, all the classes of the kindergarten will carry out the activities in batches, mainly for morning exercise activities, physical education teaching activities and outdoor sports activities.

2.3 the contents of children's sports activities

The content of kindergarten sports activities should be suitable for children's age characteristics, and the choice of sports activity content is important to the development of children's body and mind. It mainly includes the following contents:

2.3.1. Basic movement exercises

Kindergarten sports activities require children to master the basic movements including: walking, running, jumping, throwing, balance, drilling, climbing, climbing. Through the basic training of physical activities, to meet the basic needs of children's physical and mental development, and the development of other sports ability is based on the development of the most basic body ability. Also can say, there is no basic movement ability development, intelligence and other ability cannot improve, so the children's basic movement training is the most basic sports practice, kindergarten sports teaching activities, the teacher will unit tube, unit bridge equipment combination, for children to climb, run, jump and other physical skills practice.

2.3.2. Basic gymnastics exercises

Basic gymnastics is mainly in the morning of a set of body movement exercises, the kindergarten sports activities, the basic gymnastics mainly includes freehand exercises, light equipment exercises and imitation exercises.

The basic gymnastics movements generally include head and neck movements (flexion, rotation, surround), upper limb movements (lift, vibration, extension, flexion), trunk movements, lower limb movements (kick, squat, jump, surround).

For example: the children's song *Small hands and feet*

Small hands clap, my little hands stretch out. Small hands small hands clap, my small hands raised out.

Small hands clap, my small hands turn out. Small hands clap, my little hand hidden.

Small feet small foot step, my little foot step up. Small feet small feet step, my little feet stand on tiptoe.

Small feet small feet step, my small feet kick up. Small feet small foot step, my small feet jump up.

Children's basic gymnastics practice is more flexible, there is no bondage in the hands, children do exercises when the randomness is relatively strong, easy to run around, affecting the effect and quality of exercises. It may also reduce children's interest in the activities because they do the same activities day after day, and it is easy to be irritable in the future exercise festival and be unwilling to participate in the activities.

2.3.3. Exercise equipment and exercise

Basic gymnastics practice is relatively monotonous, boring, not easy to arouse children's interest, the difficulty is also relatively small, relatively speaking, the effect of exercise is relatively poor. Children like to use various kinds of instruments for various activities, Swing and bumpy sports instruments can help to develop the dynamic balance of the whole body, Enhance the function of vestibular organs, Make it easier for young children to understand the changes in the things around them and the feelings of their own body, Strengthen children's spatial perception; Climbing activities can strengthen young children's muscles, Develop physical control, Help young children to overcome the psychological barriers of fear, fear and fear; Can also mobilize the enthusiasm of children to participate in the activities, Let the children's body get a comprehensive exercise and development, Enhance the sensitivity of the action, More coordinated, Participate in the group activities, It can cultivate children's unity and cooperation, mutual help of collective responsibility.

2.3.4 Sports and game activities

Sports games is one of children's favorite sports activities, children can learn various skills conducive to the development of the body, can participate in the activities with adults, with strong participation and entertainment, such as through sports equipment model game training children's ability to imitate, or create new game activities. Children in sports game activities based on the interest and interest in games, will be more interested in sports activities, in the physical and mental pleasure activities.

2.4 the attitude and understanding of preschool teachers towards physical activities

"I like to organize and carry out sports activities very much. Sports activities are easier than education and teaching, and sports activities are flexible. In sports activities, children's strong autonomy can guide children and pay attention to the dynamics of their development."(Big class main class teacher) it can be seen that the teacher pay more attention to sports activities, see that sports activities have a strong flexibility, care about children is more, so they are more willing to carry out physical education teaching activities.

Different teachers have different views on children's sports activities. Another teacher thinks: " I don't like to carry out children's sports activities. Children in small classes are relatively young, and they will run around in groups, increasing the difficulty of the management of children. At the same time, in outdoor activities, children will conflict because of the choice of items or equipment, and even meet and fight. Easy to make me feel irritable, I would rather stay in the classroom for children in five areas of teaching activities."(Small class teacher) The teacher thinks that the physical and mental development of children in small classes is not mature enough, the development of sports activities will bring safety risks to children, will bring trouble to the teacher, so the teacher is willing to carry out indoor education and teaching activities.

"I think the physical education activities in the kindergarten should be carried out by the physical education teachers, while other teachers should mainly carry out education and teaching activities. We do not have the corresponding physical education teaching skills, nor do we have the ability to carry out teaching activities, the most is to lead the children to play games, and our venue is not large, the game venues are relatively crowded."(Middle class nursery teacher) the teacher is also their own duties, do their own work, but the teacher's cognition of sports activities exist deviation, that sports activities is the sports teacher, and has nothing to do with themselves, did not see sports activities is a series of problems, but not only limited to sports activities.

"I think sports activities are more important for children, which can exercise children's physique, enhance children's physique, improve their ability to adapt to various environments, cultivate children's indomitable will, and cultivate the quality of optimistic and active cooperation. I like my children very much, and I am willing to take my children for physical activities. However, there are also some problems. For example, the kindergarten has a large number of students, with 36 people in the big class, and the activity space is not enough. Generally, the activities are carried out in the corridor of the first floor, unless the first floor is occupied or the weather causes."(PE teacher) In the view of physical education teachers, sports activities are very important for children, but the venue and other factors restrict the development of kindergarten sports activities, especially when the collective activities, the whole corridor is occupied, basically there is no sports activities venues.

In conclusion can be found in the kindergarten teacher subjective or more willing to carry out sports activities, but due to their own professional quality and sports equipment and the limitation of objective conditions, make teachers are not willing to carry out sports activities, you can see from the kindergarten sports activities is not according to the teachers' subjective consciousness get practical execution.

3. the problems existing in the development of sports activities

In order to have a deeper understanding of the problems existing in the development of physical activities, kindergarten teachers' understanding of physical activities, the venues of physical activity materials and the guidance and evaluation of physical activities.

3.1 The type of physical activity is single

Kindergarten sports activity type is single, "our kindergarten sports activity is mainly for morning exercises, morning activities, sports teaching activities and outdoor activities, morning exercises lead children do unarmed, in general morning exercises songs are found on the network, also accompanied by dance, by the main teacher and class teacher teaching, basically dominated is unified, few class independent activities, creative activity is not high."(Big class master class teacher) For example, children's morning exercise is mainly the current main popular song *learn to meow* teachers with the help of network video learning, applied to the morning exercise activities, lack of innovation; during the morning activities, children's activities chaos.

"In outdoor sports activities, we mainly lead children to play on the slide, which is the only activity area for children to play freely. Under normal circumstances, teachers will not interfere with children's play, let them free, unless there are safety risks, teachers will intervene."(Middle class class teacher) In the actual observation process, the author found that teachers are not devoted to children's outdoor sports activities, but in chatting and laughing with other class teachers, did not always pay attention to the safety of children.

3.2 Low utilization rate of sports equipment in kindergartens

Kindergarten sports materials on how much will directly affect the quality of children sports education, throughout the kindergarten activity material investment is more, which contains can satisfy children basic action (walk, run, jump, cast, climb, climb, drill), creative thinking, imagination and other development of various materials, including basic materials and characteristic material.

Table 4 Statistics of physical activity materials in kindergartens

Class / material	basis material	Featured materials
the bottom class in a kindergarten	Unit cylinder, double unit brick, unit bridge, physical bar, physical ring, hand footprints, physical bar, variable rubber tendon	Big back turtle, porous ball, gymnastics rings, catch, preach, throwing flying disc, throwing sandbag, balance rod elastic plate, gymnastics mat, sticky jersey
the middle class in a kindergarten	Unit cylinder, double unit brick, unit bridge, physical bar, physical ring, hand footprints, physical bar, variable bar	Jumping egg, cooperation preaching, gymnastics pad, holding the ball, drill, climbing tube, bear foot, tension belt, sticky jersey, cooperation umbrella, jump bag, elastic circle
the top class in a kindergarten	Unit cylinder, double unit brick, unit bridge, physical bar, physical ring, hand footprints, physical bar, variable rope	Balance egg, balance skateboard, sermon, cooperation, throwing circle, feather cricket, hand wheel, stick jersey, gymnastics mat, soft bat, balance stone, bounce shoes, cooperation shoes, eye fold, rolling ring, elastic circle

It can be found that the kindergarten has rich sports material, and can be for children free activities, we also found in the basic materials, small class, middle, large have unit tube, double unit brick, unit bridge, physical bar, footprints, hand, physical article 7 the same material to the different age stage, make different age stages can accept the same material practice, and these materials have different methods, can stimulate children's creative ability and imagination. But in different age stages, it can also be found that there are different materials for children to use, for example, in the basic materials, the small class is changing rubber tendon, the middle class is variable, the big class is variable rope, which is to conform to the characteristics of children's physical and mental development and age characteristics, in line with the stage characteristics of children.

Kindergartens have rich resources for sports activities, Can carry out the basic physical training for young children, morning exercise, physical education, Go to the great outdoors, So as to attract children to actively participate in activities and practice, Can let the children's basic movements to be improved, development, Developing their intellectual and non-intellectual factors, So as to achieve the purpose of strengthening physical fitness and physical exercise, But "although we have more sports equipment, These instruments are generally only used in physical education activities, Little use of these instruments in morning exercises and physical activities, And only a PE teacher will know how to use these instruments, And we are not professional PE teachers, So not very much about the way the device is used, We also don't have time for physical training, So we can only rely on physical education teachers for physical education teaching activities."(Middle class teacher) has rich sports teaching equipment, but don't know how to make its play due function, resources because don't know how to use and idle, the number of resources and resources utilization is not proportional, high number of resources are not reasonable use, and from the degree of use, morning exercises and outdoor activities of resource utilization is extremely low, only in the sports teaching activities will use to the rich sports equipment."For resource management also exist unreasonable place, management responsibilities is not clear, we

three sports teacher sports teaching, every time after using the equipment will be back to the original place, but other teachers will also take these instruments in outdoor activities, but after placing chaos, I need to look for activities, is not very convenient."(PE teacher) it can be seen that the kindergarten for sports activity materials management system is not perfect, easy to cause the loss or damage of equipment, and even cause the tension between kindergarten teachers, contradictions, affect the quality of kindergarten teaching.

3.3 Insufficient sports activity venues

The park has only two floors, and the corridor activity area on the second floor is basically covered. Meanwhile, it also occupies the preschool activity place on the first floor, making the area on the first floor a public activity area. Adequate space is the basis of sports activities. If there is no wide space, the kindergarten sports activities will not be carried out or the quality is not high. The small space area has become one of the factors restricting the development of children's sports activities. Because the site area is relatively small, there are no such areas, only the climbing area and the slide. Improper utilization of the site, The multimedia classrooms and corridors on the second floor are not utilized, Corridor ors rarely little corresponding physical activity, Only the open space next to the Chinese culture classroom is used, And using a fixed device like the balance beam, Thus limiting the effective performance of the site, Leading to a more limited site area, In addition, from the multimedia and dance studios, Lower utilization rate, first, The multimedia classroom is very small, Full with tables, chairs, benches and other cabinets, The space is very crowded, Then there is the dance studio, The space of the dance studio is relatively spacious, Can accommodate a class for collective teaching activities, But for the utilization rate of the dance studio is not high, Mainly used for handicraft competitions, quilt checking, and for those parents who are too busy to pick up their children home or want to participate in dance training, Set up by young children who want to learn a skill.

3.4 Lack of effective teacher guidance

Activities need teachers accurate guidance, in the kindergarten sports activities, teachers 'guidance for children's sports activities, one is the outdoor sports activities, teachers to stay in the role of bystanders, not involved in the activities, let the children to free activities, the author observed an outdoor activities, children play in the slide and climbing frame, there are two children want to play climbing frame, and then because who came first, a quarrel, even fight, and the teacher was with other class teacher, no care between the children have a quarrel, for children's attention is low. On the other hand, in the physical education teaching activities, Every young child is a different child, Young children have individual differences, In the activities to grasp the children's ability to accept the activities, For example, in the sports activities led by the PE teacher to "play with the ball", Some children have better understanding ability and physical coordination, So such children can master it more quickly, Be able to pat the ball continuously with both hands, Some children's understanding ability and physical coordination ability development is relatively slow, Not being able to beat the ball with both hands, If the teacher continues to ask the children to clap the ball with one hand, Without no targeted goals for children, This leaves a lack of interest already able to bat the ball with both hands, If a child who can only clap the ball with one hand continues to clap the ball with both hands, This would backfire, Not only does it not improve the children's ability to clap the ball, It will make children have fear.

4. the cause analysis of the problems in sports activities

4.1 Kindergartens do not pay attention to sports activities

The main reasons why kindergarten sports activities are not taken seriously are as follows: First, from the overall perspective of kindergarten, our kindergarten exists in preschool classes, and its purpose is to prepare for the connection between young and young children. Although the concept of the kindergarten is formulated in accordance with the requirements of *the Development and Guidelines for Preschool Children aged 3-6*, it focuses on the development of children's cognition and ignores the development of children's physical movement skills. Secondly, preschool teachers have a weak concept of physical activities, some teachers think that physical activities is to lead children to play the slide, climbing and other activities outdoors, only need to take children how to "play", did not understand the important role of sports activities for children's cognitive, emotional, and physical development. Finally, the limited places for sports activities in kindergartens and the unreasonable use of equipment will also lead to preschool teachers who do not pay attention to physical activities.

4.2 Teachers do not scientifically use the activity materials

Kindergartens use rich teaching materials, whether basic materials or special materials, which can fully meet children's needs for sports activities. However, in the actual utilization process, resources are not reasonably utilized, making the waste of resources and the waste of resources are as follows:

4.2.1 Teacher concept

"Sports materials are generally only used for sports teaching activities, our teachers are mainly responsible for

indoor education teaching activities, to complete our own teaching tasks, the use of sports equipment is sports teacher, and these devices are generally used by specialized sports teacher, used in sports games or sports training is more". The teacher believes that the sports equipment needs to be managed by the PE teachers, and does not need the cooperation of the teachers. He does not realize that the five fields of kindergarten education are an interrelated organism.

4.2.2 Management of sports equipment

Sports equipment stored in the outdoor corner near the slide, the space is narrow, equipment stacking is messy, and in outdoor areas, vulnerable to natural factors such as sunlight, temperature and children can touch, so makes the service life of the equipment, cause some items destroyed, affect sports activities. At the same time, the kindergarten is not clear about its management responsibility. There are three sports teachers who take turns to carry out activities. The management system of materials is not scientific, which is also one of the reasons for the confusion of material stacking.

4.2.3 The space for sports activities is limited

The park is established in the urban area, the construction time is relatively long, whether it is indoor or outdoor site, the kindergarten building has been formed, whether to dig inside or outward, there are great difficulties, the early park planning is unreasonable, the lack of activity space has become the main factor restricting the development of the park.

4.2.4 Insufficient guidance of teachers

Teachers think physical activity is the problem of sports teacher, did not see PE teacher sports teaching activity is just a part of the sports activities, think teachers is just perform indoor education teaching activities, do not pay attention to the development of sports activities, in outdoor activities without a mentor or observer role, the children of the center, is the main body of the activity, teachers for children, the understanding of children in sports activities is not deep, are inaccurate self positioning. For example, in outdoor sports activities, the teacher is not a "observer" who does not participate in children's activities, but should be to participate in the activities, "Can I play with you?", The teacher in such a tone to communicate with the children, the child will not refuse the teacher to request, but will be very happy to play with the teacher.

5. children's sports activities promotion countermeasures

5.1 Improve the kindergarten physical activity curriculum

According to the *Development and Guidelines for Preschool Children aged 3-6* and the *Kindergarten Education Guidelines*, children's physical education activities are required to cultivate children from the three aspects of cognition, emotion and movement skills. First, we should change our mindset, Raise the awareness of kindergarten sports activities, Vigorously publicize the importance of sports activities for early childhood education, To improve the awareness of children's sports activities, On the contrary, the phenomenon of emphasizing intellectual education, emphasizing moral education and neglecting physical education in kindergarten education activities, We need to emphasize the importance of infant physical activity, Treat physical activity as a means of environmental adaptation and basic movements, Can be used in the process of the construction of sports activities, Breakthrough through existing moving device materials, Be able to boldly develop innovation in existing materials, Local materials, a multi-purpose use, Taking advantage of the local circumstances, Present the local flavor, Let the children in the activities can play happy, play happy, And you can gain something in sports games, Like learning to protect yourself, Get the knowledge about safety. Secondly, from the perspective of emotion, the attention to children's psychology should be increased in the curriculum design, such as how to resolve conflicts after conflicts arise in activities. At the same time, the teacher also needs to give corresponding guidance to play the role of observer and instructor. Finally on action skills, in general, the need to according to the situation of children's physical and mental development to arrange courses, activity design purpose and curriculum content to conform to the characteristics of the age structure and cognitive development, of small class, middle, large set different sports activities, small design simple walk, climb, jump, etc., with the increase of children age, need to gradually increase the difficulty of the activities, make activities complicated, but also to meet the requirements of the development of young children, middle can let children practice balance, the children will be careful, to the big is let children run on the balance beam.

5.2 Strengthen management, improve the utilization efficiency of sports equipment

Although there are more activity equipment in kindergartens, But these devices are mainly acquired through purchase, Means that these devices have been given a fixed method of use of it, In this way, teachers' thinking is basically solidified, When engaging in physical activity, The first thought is that these devices that already exist, for instance, While doing their outdoor activities, Teachers first want to lead the children to the slide or climbing area for free activities; But where can we live in our thinking, When it comes to outdoor activities, We can also utilize these devices, Such as the unit cylinder, You can put a row after let the children around the "8" word, Cultivate children's collective sense of discipline.

In kindergarten, we can use the waste items as a source of inspiration, use the waste items around, waste bottles, cans, paper cans, milk boxes and other usually insignificant things can become fun toys for children, such as: yogurt bottles with elastic belt to enhance the arm strength of children; cans can be made into plum blossom pile, exercise children's balance ability; old cloth and cotton wrapped together into darts, for children to throw activities practice; milk powder bucket can also be used, turn them into carts, exercise children running and jumping skills.

Kindergarten sports equipment management chaos, no reasonable arrangement, and not to the management of individual, for this phenomenon, kindergarten need to develop reasonable equipment management system, and implement to the personal responsibility, if found instrument disorderly or lost to individual, can strengthen the management of sports equipment convenient teacher sports activities, shorten the time for equipment, improve the degree of use of equipment.

For children, the teacher can through teaching activities or sports activities to tell children the correct use of equipment, placed children take to play instrument damage, of course, this is not to say not to let children use equipment, kill children's autonomy, but to tell children " we should take good care of public property, can not damage our hands of these materials, we broke, so children can not play."In this way, children will not casually play with the equipment, but in accordance with the teacher's requirements to use sports equipment, so as to extend the service life of sports materials.

5.3 Reasonably plan the site, expand the activity space, and create good conditions

5.3.1 Make proper arrangement and plan the activity site scientifically

Most sports activities are carried out through games, so arrange games reasonably. For example, we can set the distance between slide and climbing area reasonably, and try not to build them together, so as to prevent children to interfere with each other during activities and cause safety accidents. Due to the different age stages, children have different needs for different activity materials. Small class of children's cooperation consciousness is not weak, can be relatively independent games for children, should give every child an activity material, so that the material can be reasonably used, and can ensure that every child has an activity material in hand. For children in large classes, their sense of cooperation can be cultivated. Team awareness activities can be carried out in public areas, such as wearing big shoes and balancing cars. At this time, a relatively large activity place is needed.

5.3.2 the wrong peak use, flexible arrangement of the site

Kindergarten activities have a fixed area, such as slide, climbing area, etc., the area fixed, is the garden all children fixed outdoor area, in general, fixed area function, temporarily not perform other activities, these places can place some seesaw, horse, etc., let each class take turns in the practice of fixed sports activities, and set the corresponding activity table, to execute. And some areas are public areas, these area activity is not fixed, can be children's morning exercises, sports teaching activities, the arrangement of the venue is quite flexible, in the arrangement of sports activities, we need to the class of sports time, for example, we can in small class indoor teaching, allow large classes of children in sports teaching activities, peak activities, so as to solve the difficulty of insufficient activity area.

5.3.3 Internal and external sharing, and expand the scope of the site

Generally speaking, sports activities are carried out outdoors, but due to the limited space for kindergarten activities, we need to find ways to broaden the space for sports activities. For example, we can design a project that can be carried out in the corridor or corridor on the second floor. At the same time we can also carry on the classroom planning, such as we can put the dance studio, and then fully use up, these places can also be designed for children's sports activities, in the garden of existing outdoor sports resources reasonable utilization at the same time, we can also use the community, parks and other places, lead children to the outdoor sports activities, make full use of external resources, development of the second sports park.

5.3.4 Introduce professional teachers to improve their professional quality

Whether the content of sports game activities is innovative, whether the activity form is rich, and whether the activity type is substantial are the key factors to determine the quality of sports game activities in kindergartens, and it is an important indicator of whether children can achieve the comprehensive development of body and mind through sports game activities. The main task of teachers is to teach and educate people in the school, teaching is also a teacher's job. Kindergarten and primary and secondary education are different. Kindergarten teachers mainly educate and protect children to promote the development of children's bodies. Therefore, teachers play an important role in educational activities. High-quality teachers are conducive to the development of children's sports activities and improve the quality of children's activities.

Kindergarten sports teacher has serious vacancy, on the one hand, can through the introduction of sports related professional teachers, for the garden teacher inject new vitality, expand teachers, professional sports teacher to sports activities more professional, professional teachers for the goal and content and process is familiar, in the process of activities can also focus on the change of children's body., On the other hand, if the kindergarten for PE teacher reference more difficult can hire outside the education institutions teacher for

preschool teacher sports training, learning related sports activities, content, and process, improve the comprehensive quality of the kindergarten teacher, especially the teacher's sports literacy, drive the development of the kindergarten, preschool teacher can also communicate with each other, promote each other, contribute to the development of the garden.

In the research process, although the author also tries his best to comprehensively and objectively reflect the current situation of kindergarten sports activities, and deeply analyze the existing problems and reasons. However, due to the lack of theoretical knowledge, limited research ability and research vision, there are inevitably many shortcomings in the research. For example, the sample size of observation research is too small, which affects the representativeness of data and the generalization of conclusions. These are all areas that need to be further explored and improved. In the future, we should pay more attention to the quality of kindergarten sports activities and evaluate the effect of kindergarten sports activities.

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