



Pisco Med Publishing

Explain and Analyze the Organic Combination Between Folk Games and Sensory Integration Training in Kindergarten

Weina Yin

Taishan University, Taian 271021, Shandong, China.

Abstract: Sensory integration training refers to an interesting exercise training correction method, which can use specific sports equipment, activity content and so on to train children's motor ability and sensory ability prepensely and purposefully, gradually develop children's intelligence, and help children with problems gradually return to the original normal education. From the type and content of folk games, a lot of games are very suitable for sensory integration training. It can train children's coordination ability. Therefore, teachers need to integrate folk games and sensory integration training to help children grow up better.

Keywords: Kindergarten; Folk Games; Feeling System Training

Introduction

It is exactly because of the children with sensory integration problems that the development of sensory integration training is particularly important. Sensory integration training can also effectively improve children's physical quality and enhance their self-confidence. So that they can get good emotional experience in the process of training. It is very good for children's mental and physical healthy growth. It can also enhance children's sense of unity, competition and cooperation consciousness. Consequently, teachers need to choose different training methods and folk games to activate children's enthusiasm for participation and desire for training according to children's specific conditions.

1. Concept of sensory integration

Sensory system theory was put forward by Dr. Ayers in 1972. It is the way of the human brain with feeling learning feel integration, namely, by taste, vision, smell, sight, proprioception, parallel sleep and so on to percept and accept the external environment, including information such as the internal environment, and to filter information through the nervous system to the brain. The brain processes and analysis the information. It follows certain rules to issue corresponding instructions to the body. The tissues and organs of the limb will respond accordingly. When receiving new information, the brain needs to search for previous information and experience. Compared the previous experience with the new feeling, it makes coordination and response. The process is called sensory learning, also known as sensation-motor learning. The processing and integration of sensory information by the brain is called sensory integration [1]. In simple terms, sensory integration refers to the input and combination of sensory information from different parts of the human organs, and the integration of the brain to make corresponding responses to the perception outside the body. If a person can have sensory unity, then the body and brain will develop in harmony.

2. the general performance and harm of sensory system imbalance

If children have sensory dissonance, then it will affect their healthy growth, especially affect children's psychological quality, comprehensive ability, intellectual development, learning ability, interpersonal relationship, character quality, etc.,

specifically in the following aspects:

First, vestibular balance is dysfunctional. It is mainly reflected in the children's restless hyperactivity, very easy to fall when walking, very easy to dizzy in situ circle, unable to maintain the concentration of attention, distracted in class, doing small movements, more excited and active, naughty, breaking the classroom discipline. At the same time, this type of children is also easy to conflict with others. It is difficult to share their food and toys with others, fail to consider the needs of others fully. It may also appear the conditions, such as, appear words, language development delay, express difficulty.

Second, there are problems in visual perception. Lots of children can play with electric toys and watch cartoons for a long time. However, they cannot read smoothly. When they read, they often read more words, less words, skipping words and missing words. Even forget to learn, do not know the word, do not calculate and so on.

Third, there are problems with the sense of hearing. This type of problem often shows up in not being able to hear what others are saying, losing things, and often forgetting what the teacher has assigned or said.

Fourth, the sense of touch is too dull or sensitive. Specifically, children are more afraid and afraid of the unfamiliar environment. They often bite nails and fingers. They like to play with genitals, love to cry, easy to worry, too dependent on parents, love to provoke others, have a short fuse, partial or overeating.

Fifth, the pain is too dull or sensitive. Specifically, children appear self-injury, self-harm, risk-taking behavior. They cannot summarize a variety of lessons and experience. Or they appear to be withdrawn, little movement, lack of curiosity, unsociable, lack of exploratory behavior and do things timid and so on.

Sixth, body sense disorder and other problems. It is easy to get lost, do not have a strong sense of direction, often lost. They cannot play the game of hide and seek, and it is very easy to fall when they close their eyes. No posture when sitting or standing. They are short-sighted, hunchbacked, and afraid of the dark.

Seventh, the movement is not coordinated. Children don't have strong movement coordination ability. They cannot ride a bike, racket, roll and jump rope like other children. It is very easy to fall when they walk.

Eighth, it is unable to do fine motor for them. Children will not buckle buttons, tie shoelaces, use chopsticks, etc., They don't have the ability of the manual operation, and their hands and feet are clumsier.

The occurrence of these problems above will bring more problems and obstacles to children's communication and learning. Although children with these problems have abnormal or normal IQ, but they don't have a strong brain coordination. It will affect their memory and attention. It also affects their interpersonal communication and speech expression. It will also affect their life, learning and movement, seriously the normal development of children. In addition, in the early childhood, sensory dissonance of children cannot show. But in the preschool years, their personality and learning ability will have various obstacles. Compared with other normal children, these children in the need of the ability will be more awkward. Their psychological quality and interpersonal relationship are poor. If teachers and parents can find these problems for the first time, and carry out the corresponding psychological treatment training in time, then we can ensure the healthy growth of children. It can avoid the problems fundamentally, such as truancy, hating learning, lying, etc. And it can avoid preventing them from growing into criminals

3. Sensory integration training in folk games

3.1 Sensory training

Children with a poor sense of self are usually shown as having no strong coordination ability, clumsy hands and feet, passive, dragging and sluggish movements, lacking of confidence and ambition, carelessness, irritable temper and other conditions. They are unable to complete the tasks assigned successfully by teachers, but also do not have a strong self-care ability. Therefore, in the actual learning process, children of this type have problems, such as low learning efficiency and difficult learning. For this type of children, teachers need to analyze and explore folk games carefully, choose appropriate games to train children, and carry out lively and interesting sensory integration training.

For example, in the sense of system training, the children can be added to the folk games -- throwing sandbags. The game involves combining multiple children, two of them are responsible for throwing sandbags, hit the guy in the middle of

the field. If a child is hit in the middle, the person who hit her or him should throw a sandbag instead. Before the formal game, the teacher should understand the actual situation of our children fully. It follows certain rules and principles. The children are divided into several different groups, and carry out the corresponding game of throwing sandbags. Teachers need to make sure that all children can participate in the game, to exercise children's coordination. In addition, the teachers also can be applied when teaching Fang Bao game. This game refers to two children memorial game. It is a piece of paper folded into a square. One of the children needs to put his treasure on the ground, the other child needs to use his own treasure to hit the treasure on the ground. If you can knock over a treasure on the ground, then the other side's treasure will become your own. Both folk games can effectively enhance children's sense of identity. In the process of daily education and training, the teachers can also carry out some rotary motion, variable motion, strength training to enhance children's sense of identity. At the same time, teachers should also communicate with parents, and encourage parents to develop similar parent-child games at home.

3.2 The balance of brain training

If parents fail to carry out crawling training in time after the birth of children, it will have a certain impact on the development of children's balance function. And it will appear that running is easy to fall, restless and unbalanced. Some young children were in a rotation motion, never feel dizzy, because children's submarine balance function is not sensitive. It is not smooth to process outside information. Some children are very easy to dizzy. Because children are too sensitive. The external information is very easy to enter the brain of children quickly. They are very easy to be affected by external factors. They are unable to maintain long-term concentration of attention. In order to avoid such problems for children, parents need to carry out the initial brain balance training regularly and moderately about three months after the birth of children. When children are about seven or eight months old, parents must train their children's crawling ability, which can effectively train children's hands and feet coordination. When the child is a little bigger, they need to let the child swing more, walk the balance beam, the merry-go-round, etc.

In kindergartens, teachers can carry out some more targeted training to activate children's thinking. It can enable them to form good coordination ability. Such as, preschool teachers can make full use of the folk game, fighting cocks. This game can be played by more than one child or two children. Children need to pick up one of their legs, the other leg needs to land, and then collide with each other. Children who fall to the ground by touching their feet fail. Teachers can carry out two people's competitions firstly. The final winner of the young children may get certain rewards. After the completion of the game, teachers can also let children share their experience of victory, systematic summary and induction, so that children can accumulate more experience and master more knowledge. Again, for example, the teacher may join the Lamar game in daily training. This game is suitable for four children working in pairs. Each group requires one child to ride on top of another child and try to pull the other child off. The group that was pulled off fail. These games can make the teaching content become rich and colorful. It can also enhance children's sense of competition, improve children's brain balance and coordination ability effectively. In addition, teachers should also make full use of the balance table, balance beam and rotating cylinder to improve children's attention as far as possible.

3.3 Training sense of touch

Many learning disabilities children usually will act slow. Acting slow doesn't mean that the child has a learning disability. But from the perspective of the aspects of development, sensory movement is also a very important and critical mental function. Because the complex psychological functions are developed from simple psychological function gradually. The purpose of sensory training is to exercise the nerve sensing of muscles, joints and skin of children and adjust the sensitivity of sensory nerves of children. From the perspective of family education, parents can carry out temperature sensory training, touch training, weight sensory training, physical sensory training, visual training, taste training, auditory training and so on. In kindergarten education, teachers can join in a variety of folk games to increase the pertinence of training appropriately.

For example, the teacher may add some interesting folk games in daily training to make the sense of all the training

more interesting. Such as, Teachers can use the game of marbles. The game doesn't limit the number of children to participate in the game. Before the actual game, teachers can explain the rules of the game for children: It pops out of your hand and hits someone else ball. You hit someone else glass ball, and you can continue to collide. If you can't touch someone else ball, then they have to touch it, and so on. In addition, teachers can adopt the ice-cream stick out of the game. The game belongs to two people. The two children had to hold a handful of Popsicle sticks and spread them on the ground. The children had to take out one without touching the others, and then use it to stir the others until they touch the others. These games can exercise children's fine motor ability effectively. It can build a good foundation for the development of young children in the future.

4. Conclusion

To sum up, in order to carry out sensory integration training better, teachers need to accurately grasp and analyze the problems existing in children, and select appropriate folk games according to the content of sensory integration. Teachers can use a variety of folk games in sensory training, brain balance function training and touch training, such as playing ball games, ice-cream stick game, cockfighting, Lamar game, throwing sandbags, Fang Bao games, etc. At the same time, teachers are required to take safety measures to ensure that children can receive good sensory integration training in folk games and ensure their healthy growth and development.

Acknowledgments

This paper's project is Horizontal subject of Taishan university: Technical service of sensory integration teaching and training in private kindergartens in Tai'an City Number: 3002200230.

References

- [1] Zhang Yufu. On the Organic Combination of folk Games and sensory integration Training in Kindergarten [J]. Jilin Education,2019,000(035): P 32-33.
- [2] Yang Xiujun. On the application of folk games in kindergarten health games [J]. Science and Wealth,2019,000(021):91.
- [3] Li Lanzhi. Analysis on how to carry out Folk Games in Kindergartens [J]. Journal of Learning,2020,000(002): P 173-173.
- [4] Wu Xiuyue. On the Development of Folk Games in one day activities of Kindergarten [J]. Examination Weekly,2020,000(026):165-166.
- [5] Yu Xiaojuan. Discussion on integrating Sensory Integration Training into Kindergarten Teaching [J]. Chinese Youth 2019 (23): 19-19.