



Game Teaching Method and its Influence on Children's Chinese Learning

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Abstract

Background and Aims: This article delves into the pedagogical method of game teaching in the context of Chinese language education for children in the Xinjiang region of China. Rooted in the historical context of game teaching, which has its origins dating back to the 19th century with educators like Froebel, the study explores the impact of game-based teaching on children's Chinese language learning.

Methodology: The research combines literature analysis and field research, involving 150 students and teachers. Key findings include high student participation in game-based teaching, teachers' support and positive views on this method, and notable improvements in students' Chinese language skills.

Results: the study also highlights a potential issue of over-reliance on certain types of games, leading to a "homogenization" of teaching content. The article concludes with recommendations for schools, teachers, and parents to foster a more diverse and comprehensive game-teaching environment.

Conclusion: To sum up, with the implementation of the "edutainment" policy in China, game teaching is gradually integrated into China's education and teaching system. At the same time, the diversity and high comprehensiveness of game teaching are also constantly attracting more Chinese children's Chinese teachers to explore their development direction. Opportunities and challenges coexist, which is the biggest gift that game teaching brings to the Chinese children's education circle, and also the biggest charm of game teaching.

Keywords: Game Teaching; Chinese Language Education; Pedagogy; Early Childhood Education

Introduction

The concept of game teaching can be traced back to the 19th century when the famous German educator Froebel put forward the broad idea that "games are the nature of children" (Froebel, 2021). His representative work, "Kindergarten Learning," serves as the foundation of the game teaching method, not only expounding the relationship between games and children's activities but also linking it with children's psychological activities and life (Froebel, 2021).

Over more than half a century of development, the game teaching method has evolved through "four stages, three masterpieces," chronologically represented by "Kindergarten," "The Foundation of Children's Social Psychology," and "Children's Classroom Game Book" (Yang, 2018). Today, it has transformed from "children's nature teaching" into a modern pedagogical approach that utilizes games to make the learning process engaging and interactive, transforming mundane language learning into lively and interesting game-based experiences that students eagerly embrace. The primary objective is to create a harmonious, engaging, and intellectually stimulating language communication environment for students, fostering an environment where students play while learning (Jia, 2017).

While the popularization of the game teaching method in China has been gradual, its development has been rapid. A significant turning point in its promotion was marked by Mr. Chen Heqin, a renowned Chinese educator for children in China. His famous role-playing class game, "Bear Breaking Corn,"



showcased the immense potential of the game-teaching method in language education within the Chinese education community (Chen, 2013). Chinese language instruction for children has played a pivotal role in advancing the adoption of the game-teaching method in China.

Today, game-based teaching methods are grounded in the concept of "edutainment" and have demonstrated remarkable achievements in various subjects, spanning from Chinese language education to junior high school across subjects such as mathematics, English, science, and physical education. The adoption of the game teaching method, particularly in English language instruction, has experienced rapid growth, resulting in the creation of numerous outstanding classroom teaching games. However, in contrast, Chinese language education for children, as an essential subject for introducing the game teaching method to China, has experienced a period of slower development due to evolving educational policies and shifting times. Recent years have witnessed a dearth of fresh insights in both literature research and innovative teaching game approaches. This stagnation is particularly pronounced in Xinjiang, China, where educational resources remain relatively limited.

According to the literature research, with the gradual promotion of the concept of "edutainment" in China's early childhood education stage, the game teaching method is more and more respected by Chinese early childhood education scholars because of its gameplay and teaching characteristics. But, due to the game teaching method as a relatively novel contains "game" teaching mode, and Chinese requirements in teaching to keep a relatively more serious, serious classroom teaching atmosphere than traditional classroom teaching mode have a very big difference, also let a lot of scholars promoting traditional classroom teaching in China worry about game teaching method because of its "game" and ignore its essence of "education" meaning, especially in terms of language learning.

Take this opportunity, to explore the game teaching method of China Xinjiang Shihezi region children's Chinese teaching to use the real idea of Chinese teaching, and the influence of children's learning, this study will be from the children's life of the most difficult to learn "language", select the golden period of children language learning, from two aspects of literature analysis and field research to demonstrate the influence of game teaching method for Chinese children to learn Chinese (positive/negative feedback) and analyze the game teaching method in Chinese teaching and learning.

Objectives

To study today's China Xinjiang Chinese teaching teachers, the real idea of game teaching, and the influence of game teaching on children learning Chinese, this study will according to different aspects of Chinese teaching (listening, reading, expression, comprehensive ability) of 150 students, teaching mode for game teaching, teaching game type do not limit. The investigator will make non-participatory observations in the classroom, and each test will change with the content of the in-class course. The after-class questionnaire test of each class analyzes the specific changes (positive/negative feedback) of the game teaching method for students in the golden period of language learning. In addition, the author will also design two questionnaires for teachers to collect their use of game teaching and their views on game teaching.





Literature Review

The word "education" has always been the object of continuous research and discussion by scholars around the world. With the continuous development of The Times and science and technology, education research has also developed from the original "single classroom teaching" to a more diversified direction. Among them, some theories, originally only called "teaching concept", have gradually emerged because of the development of times and technology, and become the new stars standing on the research stage in recent years, and the game teaching method derived from the concept of "happy game teaching" is one of them.

As early as in the northern song dynasty period, in China, the famous Chinese educator Cheng Yi (2010) mentioned in his book "two-note": "not interesting, heart not happy to Learn", pointed out the teaching and interesting, to improve teaching interest, to enhance the importance of students learning interest; ("two-note" volume 2 "yuan feng lu and uncle east see two languages") Chinese Ming dynasty famous thinker Wang Shouren in his book "careless" put forward similar views: "teach children, will make its tend to encourage, will not happy to learn". His ideas not only spread the concept of "stimulating children's learning desire with interest" in China but also laid a solid foundation for the development of game teaching in China (Ding,2014). However, because the traditional Chinese education model at this time believes that education is a very serious behavior, and "play" is only a method for entertainment and recreation among children, so there is no substantial progress in the field of "how to stimulate children's interest in learning". More than two hundred years later, the famous German child psychologist Paul Bell in his book "kindergarten" The Game Combined with Teaching, put forward ideas: "The game is the characteristics of children's activities, children can take the game to make their inner activities into independent, external performance, and then can get happy and meet"^[8] This view not only fill the Chinese scholars in "how to stimulate children learning interest" on some missing but also let "game teaching method" formally entered the stage of education teaching history. From then on, we can clearly understand the relevant concepts of the game teaching method: game teaching method (game teaching means) refers to the form of games as much as possible in classroom teaching, turning the boring language phenomenon more acceptable to students (Sun,2015). This way can not only allow students to learn knowledge, but also cultivate students' interest in learning to a certain extent, develop their intelligence, and improve their comprehensive ability development.

After Froebel laid a good foundation for the "game teaching method", the game teaching method entered a stable and initial development stage for a hundred years. During this period, due to the influence of evolution theory, the discussion about the game teaching method in this period is also full of a very strong biological color (Froebel,2021). Some ideas in this have also made an indelible contribution to the research and development of the game teaching method. First of all, he is the famous British philosopher and educator Herbert. Spencer's famous view is the "Happy education theory"(Long,2016).

Professor Piaget believes that the most suitable teaching stage for the game teaching method is in children's pre-computing stage (2-7 years old), in which game teaching can perfectly help children establish a preliminary spiral thinking ability and help students break through their limitations in this age group (Cao,2000). Through his years of research, Professor Piaget has determined the timely



teaching scope of the relatively general teaching method of "game teaching", and set a relatively clear direction for the development of the game teaching method.

Besides Professor Piaget, another in the storm for the development of the game teaching method is a former Soviet Union psychologist, who has a "psychological world Mozart" laudatory name of Vygotski (Lev Vygotsky) as the main study of child development and education psychology experts, Vygotski culture and history theory not only to the former Soviet Union, to the development of the world of children's education psychology also played a remarkable contribution (Shi,2016).

As a famous psychologist at the same time as Professor Piaget, Vygotsky's theory is more inclined to emphasize the influence of culture and society on children's cognitive development (Li,2018). However, due to the strong Western cultural color in its theory, it was suppressed by the Soviet government authorities between 1934 and 1956 after his death and was prohibited from discussing its theory. It was not until the 1960s, influenced by the internationalization of world education, that Vygotsky's theory was gradually accepted by the Soviet government.

Vygotsky focused on the influence of game teaching on child development in the chapter on sociocultural Theory (Vygotsky's Sociocultural Theory). The "recent development zone" theory is an important part of the learning theory of Vygotsky's social culture (Wang,2017). Vygotsky believes that the potential of childhood cognitive development is limited by the "zone of recent development" (ZPD). The so-called "nearest development zone", which Vygotsky defines as " the gap between the actual level of development and the potential level of development. The former is determined by a child's ability to solve problems independently, while the latter refers to a child's ability to solve problems under the guidance of teachers or in cooperation with competent peers."(Sang,2015) According to Vygotsky, peer interaction and favorable teaching patterns for teachers in the classroom are very important for students' individual cognitive development and knowledge acquisition. According to the survey, Vygotsky divided the students' problem-solving skills into three categories:

- (1) Students can do independently
- (2) It can't be shown even with help
- (3) In between these two extremes that can be expressed with the help of others

Through the above review, the game teaching method in China is developing rapidly, although temporarily with foreign research results in a slight gap, but as the game teaching method in China and the influx of more scholars, combined with the game teaching method accord with China now for students to study the hard conditions, game teaching method in the world "flowers" is just a matter of time.

Methodology

The study design of this study is mainly qualitative research, which means that data collection will be conducted in text format and, based on this, to conduct a thorough content analysis. The main data of qualitative research came from the text and image data of the survey and had unique steps in the data analysis. In qualitative research, the transmission and interpretation of information during the interview and interview are very important links. This study will use two main research methods in qualitative research, namely control experiment, and interview. The target population of this study is primary school students of 6-7 years in Shihezi City, Xinjiang Province, China. According to the





researchers' investigation, in Shihezi city, there are roughly 48 private and public kindergartens including the formal model (excluding private preschool education centers). Among them, 35 Huimin public kindergartens have the same enrollment scale (namely 3 small classes, 2 middle classes, 3 large classes, 30 fixed students, and 240 students) accounting for 73% of the total; 5 private kindergartens have expanded their enrollment scale. Compared with 35 public kindergartens, 3 kindergartens have expanded the number of middle and large classes (80), and two of small classes, large classes (90) account for 10% of the total; and the remaining 8 kindergartens, due to the lack of information, are temporarily classified as other categories, accounting for 17% of the total.

According to the above survey results, when selecting the survey population, from the perspective of the majority, we finally decided to choose the public kindergarten with the largest proportion as the focus of the survey population, and finally, the survey population was determined in the central experimental kindergarten of Shihezi City, Xinjiang Province. Shihezi Center Experimental Kindergarten established in the 1990s, has been nearly 30 years of history, as one of the earliest early childhood education institutions, the Center Kindergarten always upholds the pace of development and innovation, now is in Xinjiang vigorously promotes game language teaching, choose here for the investigation and study, is more conducive to data collection and analysis.

In terms of class setting, the central kindergarten has 3 small classes (1-3 years old), 2 middle classes, and 5 primary school preparatory classes (6-7 years old). Each class has a life teacher, cooperating with the teachers of each class to assist the classroom teaching.

In terms of personnel allocation, Shihezi Central Kindergarten has 22 teachers, including 10 classroom teachers, mainly teaching students in language, mathematics, art, and other aspects. Five of them have more than 10 years of early childhood teaching experience and have rich experience in early childhood teaching. Therefore, according to the investigation, the author finally decided to study the 150 middle-class and large-class students in the central experimental kindergarten.

In this survey, the author will go deep into the teaching classroom and use qualitative and quantitative research methods to collect, analyze, and integrate the real-time data of 150 students in the process of game teaching.

Results and Discussion

Research Question 1 "In Chinese teaching, can students accept teachers to use games?"

According to the results of the questionnaire survey, in terms of participation in teaching games, students have a high degree of participation in all teaching games. Among the five kinds of basic teaching games, the participation degree of students reaches more than 90%. Among them, after the survey, role-playing and classroom interactive games are more favored by students, and the high degree of participation makes the survey teachers willing to make more choices between these two teaching games.

Research Question 2 "What are the teachers' understanding and view of the game teaching method"?

Based on the results of the semi-structured interview, and based on the interview content of the semi-structured interview, this study collected teachers' understanding and views on game teaching from the perspectives of game form, teaching mode, teaching integration and development, and



classroom management. The survey results show that the teachers agree that the game teaching method is a highly comprehensive, excellent, diverse, and interesting form of Chinese teaching for children, which is in line with the teaching trend of "edutainment" which is being vigorously promoted in China.

Research Question 3 "What impact will the game teaching method have on students' Chinese learning?"

According to the results of the control experiment, through the control test in 4 months, starting from the four Chinese abilities of "listening, speaking, reading and comprehensive ability", the average value is shown in Fig.

	Hearing	Read	Express	Synthesize
Mean value (control group)				
First	61.08	59.67	60	60.25
The eighth time	68.16	66.67	66.83	67.13
Mean value (experimental group)				
First	62.17	61.89	61.61	61.87
The eighth time	78.18	78.50	78.46	78.31

According to the table, in the control group and experimental group Chinese learning, abilities improved, but in the experiment group, using the game teaching Chinese learning students, four Chinese abilities increased obviously, the game teaching the process of students learning Chinese, for students improve Chinese ability belongs to the positive feedback.

To sum up, game teaching is a positive, comprehensive, and excellent Chinese teaching mode for children in Shihezi City, Xinjiang Province, China, which plays positive feedback on students' learning of Chinese. First of all, the teachers affirmed and supported the game teaching. Secondly, through real data collection, they further established the help of the game teaching to improve the students' four basic Chinese abilities from the perspective of facts. However, according to the results of the questionnaire data, teachers are too dependent on the application of game teaching. This dependence on a single teaching game is not conducive to the diversified development of game teaching. Therefore, finding out the reasons and solutions for dependence is an important task in current game teaching.

Conclusion

With the implementation of China's "burden reduction" policy, the implementation of game teaching will inevitably become the main development trend of Chinese teaching for Chinese children in the future. According to the survey, in recent years, game teaching has gradually gained a firm foothold in children's Chinese teaching, and more and more children's Chinese teaching teachers are willing to try to integrate game teaching into classroom teaching. However, according to the results of the questionnaire survey, when teachers choose game teaching methods, they will choose role-playing or interactive classroom games with a higher team nature according to the acceptance degree of students, and choose less than the independent game forms. The advantage of this relatively biased teaching choice is that it is convenient for teachers to pool their wisdom, and it is conducive to the rapid development of team game teaching mode. But at the same time, it also means that the content of





teaching games will gradually become "homogeneous". This is a very unfavorable situation for the diversified development of China's game-teaching environment.

Research summary form

Problems caused by bias

- 1、The “homogenization” of teaching game creation
 - 2、Students’ participation in game teaching decreases
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Suggestions for Diversified Development

School

- Support teachers and facilitate open-game teaching course activities.
 - Involve parents in the classroom to promote understanding and support.
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Teacher:

- Improve comprehensive quality.
 - Explore diverse game teaching modes and transition from imitation to creation.
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Parents:

- Actively engage with school-invited classroom visits.
 - Understand and support teachers' game teaching.
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To sum up, with the implementation of the "edutainment" policy in China, game teaching is gradually integrated into China's education and teaching system. At the same time, the diversity and high comprehensiveness of game teaching are also constantly attracting more Chinese children's Chinese teachers to explore their development direction. Opportunities and challenges coexist, which is the biggest gift that game teaching brings to the Chinese children's education circle, and also the biggest charm of game teaching.

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