

Exploring the Dual Subjectivity of Kindergarten's Self-made Play and Teaching Aids Activities from the Perspective of Children's Play Development in China

Yuwei Zhao¹

(¹College of Education, Wenzhou University, China)

Abstract: The joint development of teachers and young children is the basis for promoting the development of high-quality preschool education in the new era, and encouraging early childhood teachers to make playthings according to local conditions is both the fine tradition of China's early childhood education and the direct orientation of China's preschool education policy. Homemade play and teaching aids are some of the methods often used in kindergartens, which skillfully combine young children's daily life objects with toys and early childhood teaching, not only enriching the collective activities of young children but also cultivating children's abilities in various aspects. Kindergarten homemade "play and teaching aids" for early childhood teachers and children have their special educational significance and value, therefore, this paper is based on the children and teachers double subject basis, discussing the homemade "play and teaching aids" for children and teachers of the double subject meanings, and puts forward the realization of the This paper discusses the double-subjective meaning of homemade teaching aids for children and teachers on the basis of the double-subjective foundation of children and teachers, and puts forward specific suggestions for realizing the double-subjectivity of kindergarten homemade teaching aids to enrich the theoretical value and practical significance of homemade teaching aids, to provide theoretical references and support for the relevant staff.

Keywords: Self-made playthings, Double subjectivity, Kindergarten, China

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Yuwei Zhao, from Wuhai, Inner Mongolia, is a graduate student at Wenzhou University, with research interests in preschool children's language and development. Email: 1446086551@qq.com

Introduction

Play, an autonomous activity in which young children acquire, reorganize, and transform experiences, is a fundamental and pervasive phenomenon in early childhood development and is often defined as an activity that children engage in for their pursuits, characterized primarily by a process rather than an end goal. Although there is much debate in the academic community about the exact definition of play, there is consensus about children's motivation to engage in exploratory and discovery play and its particular complexity in inducing learning (Pyle et al. 2017; Smith 2005, 2010; Whitebread et al. 2012). Play is an integrative process in which children draw on and connect previous experiences, express their ideas in different ways, and explore and create new meanings (Dockett and Perry 2007). Because play is the natural way children engage with the world and an external manifestation of their self-motivation, implementing environmental education

activities through play stimulates children's subjective initiative and encourages their active participation in the activities (Zhang, 2023).

Play is an important part of a child's day, and toys are essential physical materials during play. Mr. Chen Heqin, a famous Chinese children's educator, once said, "Everything that children see, hear and touch can generally be called a toy." This is a broader definition, usually, people will be specially made for children, for children to play with the objects called toys, to distinguish from the natural, non-specialized play materials. Teaching aids generally refer to "models, objects, diagrams, slides, etc., used in teaching to illustrate something or other". With the development of society, when people gradually realized that toys could not only meet the needs of young children's entertainment but also be used as a carrier of knowledge transfer, educational toys came into being. 17th-century British educator Locke made the first set of literacy blocks, which made the distinction between

toys and teaching aids begin to fade, after that, the German educator, Flaubert, created the "En thing" and Italian early childhood educator, Flaubert, created the "En thing" and the Italian early childhood educator, the "En thing". After that, the German educator Flaubert's creation of "objects" and the Italian early childhood educator Montessori's creation of sensory aids made people realize that play and teaching aids have a unique value in promoting the development of young children.

Connotation of kindergarten self-made play and teaching aids

Kindergarten activities cannot be separated from the support of play. In other words, toys are the necessary materials for the development of young children, and play teaching aids are the necessary setup of kindergartens, which are the basic guarantee to ensure that young children and teachers can acquire experience, understand the experience, transfer experience and grow experience in kindergartens. Similarly, the availability of sufficient play aids is one of the most important elements in the current evaluation criteria for childcare and kindergarten education organizations.

Preschool children's play and teaching aids usually refer to the materials and tools used by children and teachers to support the development of games and other related teaching activities (Semiz, 2022). They are divided into two different parts: toys and teaching aids, depending on the subject and purpose of their use. The perspective of toys, mainly for young children, specifically refers to preschool children carrying out play activities with materials and tools. Usually, the study will be used to play with the object, either people designing, producing, or creating work products, but can also be unprocessed or simple processing of natural and other non-artificial objects. From the perspective of teaching aids, it is mainly for teachers, and specifically refer to the materials and tools used in the activities jointly

organized by teachers and children, whose function is to assist teachers in the teaching process to explain, illustrate, display, and analyze, which can help children better understand the content of learning. The scope of teaching aids is very broad, including teaching equipment, teaching instruments, practical training equipment, experimental equipment, teaching specimens, teaching models, and teaching materials.

Dual Subjectivity in Early Childhood Education-Autonomous Realization and Mutual Achievement

Subjectivity is a reflection of the essential attributes of human beings, and according to Marx (Starosta, 2015), subjectivity refers to the active construction of the subject's relationship to the external world as well as his or her practice of external relations, which is specifically manifested in the development of three aspects of the individual's independence, initiative and creativity. Among them, independence refers to the expression of autonomy, which is the continuous improvement and development of self-consciousness; initiative is the choice and adaptation to reality; and creativity is the expression of transcending reality, which is the highest realm of subjectivity. Subjectivity is a product of modern philosophy, which asserts that the relationship between the subject and the object should be one-to-one correspondence, can exist for the subject, and the subject has absolute exclusivity (Letherby et al., 2012). The transfer of its concept to the concept of early childhood education influences, to some extent, the construction of the relationship between children and teachers.

Children and teachers are important subjects in preschool education activities (Deng, 2023). Early childhood education is different from other stages of education and has its uniqueness and specificity from all perspectives. From the perspective of "learning", from the age of two, the development of children's language and representational skills,

as well as the formation and development of self-awareness, self-concept, and self-evaluation provide important conditions for the development of children's subjectivity (Demetriou et al., 2020). In addition, the development of children's initiative, independence, creativity, and other characteristics of subjectivity are conducive to the development of children's self-knowledge, interpersonal communication, independent thinking, creativity, and other abilities. From the perspective of "teaching", early childhood teachers are the developers and designers of play activities. The design and development of kindergarten activities are all based on children's development, and the task of kindergarten teachers is to provide children with appropriate learning contents, environments, and rich forms. The key point, however, is to select educationally embedded materials that support children's maximum learning and development. In the practice of early childhood teachers, both children and teachers are mutually subjective, and it is difficult to realize the meaning of education without one or the other. The subjectivity of children's activities can be maximized only if the teacher stands at their developmental level, scaffolds them according to their needs, and supports their highly engaged participation in play. Conversely, teacher subjectivity develops dynamically in the context of young children's activities. Given that the development of young children's and teachers' subjectivity is of great value in the process of young children's growth, how to effectively promote the development of young children's and teachers' subjectivity has become an important element in early childhood education.

The relationship between teachers and children's dual subjectivity development in kindergarten homemade playthings activities

As an intermediary between teachers and children's daily activities, homemade play aids play an important educational value and can effectively promote the development of the dual subjectivity of

children and teachers. The following will explore the relationship between the development of the dual subjectivity of young children and teachers from two aspects. On the one hand, it is analyzed from the perspective of the theory of child development. In Piaget's theory of children's cognitive development, children aged 2 to 7 years old are in the before you get started the stage of cognition, young children's thinking is self-centered, and logical thinking ability is weak, this stage of young children mainly rely on active groping to perceive the world through touching, and active participation in the process of making play and teaching aids to experience the fun of the game in-depth, which can promote the transformation of young children's thinking from concrete to abstract and logical thinking. image thinking to abstract logical thinking. At the same time, in the theory of multiple intelligence, Gardner also pointed out that young children are inseparable from teachers and the environment, and that child development comes from the influence of multiple perspectives, and it is precisely because young children can be involved in the self-made activities of teaching aids that different children's personalities can be stimulated, and children can play to their strengths from multiple perspectives, and gain a sense of participation and stimulate creativity in the activities (Harris, 2016). In addition, relevant studies have also shown that the strength of young children's playfulness is inextricably linked to children's positive initiative, independence, and creativity (Visković et al., 2019). The stronger the playfulness, the more children's initiative can be stimulated, the most fundamental power of education comes from the children themselves, education is only to help awaken, help, support, and guide children's development, the teacher with the help of all kinds of activities to trigger children to explore ideas and develop the ability of the young children to be fully engaged in sustained thinking to obtain the joy of thinking, mental pleasure, and physical and mental

harmony (Ellis & Bjorklund, 2005). Psychologists have pointed out that the development of children's thinking ability is to perceive the world through the body, and once children lack the perception of concrete things, their thinking activities will stop accordingly. In the preschool stage, young children's absorption and creation of the external environment have reached a relatively strong stage, in kindergarten activities carry out the activities of homemade play and teaching aids, not only for kindergarten teaching with practical value but also for the development of children's creative thinking to provide the maximum support.

On the other hand, it is analyzed from the perspective of guidance at the policy level. Advocating kindergarten homemade play and teaching aids is a fine tradition of China's preschool education, but also to implement the preschool education policy towards the specific path. The Ministry of Education Institute of Teaching Instruments (2007), in conjunction with the China Preschool Education Research and the All-China Women's Federation of the Ministry of Children's Affairs, co-organized a comprehensive kindergarten excellent homemade play and teaching aids exhibition and evaluation activities, the development of this activity to further promote the activities of kindergarten homemade play and teaching aids, play the majority of kindergarten teachers to design and produce play and teaching aids, the use of play and teaching aids to promote the learning and development of young children's enthusiasm and creativity. Article 36 of the Regulations for Kindergarten Work (2016) states, "Kindergartens should make their own play and teaching aids according to local conditions and materials." Article 5 of the Catalogue of Kindergarten Play and Teaching Aids Provision description states, "It is advocated that kindergartens should refer to the contents of this catalog, take materials locally, and make their own play and teaching aids by using all kinds of non-

toxic, safe, and hygienic natural and safe and waste materials." Teachers' participation in the creation of play aids is also aimed at realizing the diversity of children's activities. With the implementation of the Guidelines for Kindergarten Education, the promotion of teachers and children to jointly design, produce, and utilize play and teaching aids can better implement the kindergarten "play as a basic activity" principle of education, the integration of play and teaching, and further promote effective learning and development of young children. Therefore, kindergarten self-made play and teaching aids not only connect teachers and children but also promote the development of the dual subjectivity of teachers and children.

Countermeasures to realize the development of double subjectivity of kindergarten homemade play and teaching aids activities

Educational activities in kindergarten are different from primary and secondary education. Making play aids should not only be a part of teachers' work but also an important media tool for children to participate in activities and games. Therefore, the process of early childhood education needs to be built based on double subjectivity. Young children recognize and observe things through active looking, doing, and playing, while teachers of young children, based on children's understanding, connect materials with life experience, provide young children with certain substances and ideas to inspire them, and both sides deepen their understanding and exchanges, to promote the simultaneous realization of teachers and young children's subjectivity to truly achieve the best results in education. The best effect of education can only be achieved through the realization of the subjectivity of both teachers and children. On such basis, for the kindergarten homemade teaching aids activities put forward the following suggestions:

1 Apply to collective activities, stimulate the enthusiasm of young children, mobilize the enthusiasm of young children's participation

Educational opportunities are hidden in every activity in kindergarten, and it is important to guide school-age children who are at the beginning of their cognitive development (Liu, 2019). self-made play and teaching aids are different from traditional play and teaching aids. Traditional play and teaching aids are single in content, narrow in the scope of operation, and have many limitations, which will easily cause children to lose the fun of making them and gradually get out of the task. Homemade play and teaching aids appear to be a simple activity, but, a job with a great deal of work, and if it is completely assigned to the teacher, it will take more time and effort, and the results may not be ideal. The Learning and Development Guidelines for Children Aged 3 to 6 emphasize that "attention should be paid to the whole of young children's learning and development. Children's development is a whole, and it is important to focus on the interpenetration and integration between domains and goals, and to promote the comprehensive and coordinated development of young children's bodies and minds, rather than pursuing one or several aspects of development unilaterally. It is important to understand the learning styles and characteristics of young children and to maximize the support and satisfaction of young children's need to acquire experience through direct perception, practical manipulation, and hands-on experience." self-made play and teaching aids have certain advantages in themselves, with their diversified and abundant materials, which can give full play to the main role of students in the whole process of production and fully mobilize the enthusiasm of young children's participation. The infiltration of the production of play teaching aids into the collective teaching activities of young children can realize the double growth of knowledge and experience. The production of play and teaching aids can be integrated between domains, and should not be treated as just a task, but can be used as a chain of integrated learning to realize

children's full participation and dedication. Teachers support children's participation and guide children's engagement, complementing each other and learning by doing.

2 Apply to regional activities to mobilize children's initiative and trigger their deep learning

Regional activities are the most important game activities in kindergarten one-day life, children in the free state can give full play to the initiative of learning, and stimulate creative thinking in the process of the game. Young children will show more excellent creative ability for meaningful environments and materials, and they can interconnect experiences and materials (Rushton & Larkin, 2001). In other words, this research shows that. When young children engage in everyday activities that are enjoyable and meaningful to them, they show some creative thinking and solve different problems, and when they come in contact with objects, they generate a wide range of ideas and manipulate and manipulate them in different ways, cutting them into pieces, spinning them around, or stacking them on top of each other, and rethinking and re-utilization existing items (Rule et al., 2011). Although children cannot make beautiful playthings, they can make them according to their voluntary ideas, and the process of hands-on manipulation is also a process of active learning for children. The purpose of kindergarten regional activities is to enable children to experience the joy of play in the process of participating in the activities. Different manipulative areas are set up in the regional activities, which allow children to better explore their interests, and also serve as an extension of classroom activities; at the same time, kindergarten teachers are encouraged to enhance children's playful experience in strict accordance with the principle of play as the mainstay of the program and learning as a supplement. Compared with the regular regional activities and self-made play and teaching aids, the objects created by the two subjects can stimulate the creativity of children, solve the

problems of teachers, and create the effect of "one plus one is greater than two". In addition, Washington's Early Learning and Development Standards point out that the development of children's initiative is a key step in the development of children's early learning qualities. Children's active learning, that is, children can make active choices about activities they are interested in. Basically, without the help of the teacher, the student can have a program and do things by the program. If teachers can let go of the initiative to make play aids for young children, they may develop active learning qualities at this stage, which will benefit them throughout their lives.

3 Application to home cooperation activities to guide parents to participate together and promote positive home-home relationships

The development of children's play has been discussed in international and pluralistic communities as needing to take into account multiple factors, such as the social, cultural, and political context in which children live (Nicholson & Shimpi, 2015; Thibodeau-Nielsen et al., 2020). The inclusion of adults (e.g., caregivers, parents) in children's play can provide children with balanced opportunities to engage in play, can create different materials for children, and can also support the length of children's play and increase the complexity of children's play episodes to promote children's overall development (Whitebread et al., 2017). In most cases, parents think that making their playthings is a separate task for the early childhood teachers. However, making play aids together with young children can reconcile the connection between home and kindergarten, which not only promotes home-home linkage, but more importantly, promotes the development of the parent-child, or a parent-child relationship and enhances the bond between parents and children. Of course, teachers should encourage and guide parents to participate in this process, rather than passively requesting them to complete the tasks formally. For example, parents are encouraged to work

with children to use waste materials for the production of play and teaching aids, not all children do the same task, but each child has an opportunity to show, at this time, parents will abandon the utilitarian climbing mentality, but enjoy the fun of completing the task with their children, as well as on behalf of the image of the family in the completion of the task, cohesion of the family members of the effort. In addition, teachers should also consider the number of times and requirements for asking parents to cooperate. Teachers should not ask parents to prepare materials too often, not in a uniform, neatly organized material collection, but encourage parents to take the initiative to collect in their spare time, as well as from the subtle classroom atmosphere to allow parents to actively participate in the production of the active collection of materials, materials, judging the value of the materials (DeJesus et al., 2022), to promote the healthy development of the relationship between home and family.

Conclusions and Future Directions

Play is the foundation of childhood and accompanies children for a large portion of their growth and development (Haight & Miller, 1993), and children's ability to engage in play continues to progress with the age of the child, from sensory-motor play that emerges in infancy and childhood to pretend play that emerges in early childhood. It is the complexity of children engaging in play with open-ended learning materials, and partners, enjoying play, and creating young children to engage in elevated play that promotes leaps in their cognitive abilities, skills that are critical to learning and motivation, even as they develop in adulthood. Inter-subjectivity is based on individual subjectivity; without subjectivity, there can be no inter-subjectivity between people. Likewise, without inter-subjectivity, subjectivity cannot develop properly. As developing, immature individuals, young children need to establish relationships with others to gain the strength to grow. In the activity of making playthings for young children, adults,

as people on whom young children can rely, will certainly participate. How should we examine the relationship between children and adults in making toys? If we overemphasize the subjectivity of young children, then adults will be regarded as objects, and then young children will be inclined to form arbitrary and indulgent activities without support, thinking of spreading the game in any direction; if we overemphasize the subjectivity of adults, then young children will be in the position of objects in the production of play and teaching aids, and then young children will be inclined to form dependence, passivity, and coping with play behavior. Therefore, only by treating both parties as subjects and carrying out sufficient communication and exchange around the joint production activities can we make young children the subject.

The current reform of preschool education in China is developing rapidly, and the strength of the reform continues to increase along with the orientation of the policy as well as the path of practice. As a necessary teaching tool in the process of young children's activities, the application and development of play aids directly affect the quality of young children's learning. Therefore, in response to the call to build a beautiful China, the implementation of self-made teaching aids in kindergartens has far-reaching significance. It not only provides support for teachers' teaching but also provides good conditions for children's active learning. In the process of self-made, the joint participation of teachers and children realizes the double subjective development of educational activities and also brings important significance to children's growth. At the same time, homemade playthings are not just a stopgap measure to make up for the lack of educational funds but are designed to carry out consistent educational ideas and concepts, promote the healthy development of self-made playthings, and make early childhood education and teaching activities more interesting and meaningful.

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