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Study on the Current Situation and Strategies of the Layout of Dynamic and Static Zones in Kindergarten Activity Areas in China from the Teachers' Perspective

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Abstract: Whether kindergarten classroom area planning is scientific and reasonable directly affects the independent development of children. The layout of kindergarten classroom area planning needs to be reasonable according to the actual classroom, activity characteristics, children's characteristics, etc., and pay attention to clear boundaries, different sizes, static and dynamic differentiation, according to the needs of the layout, and moderate expansion.

Keywords: Teacher's Perspective; Kindergarten Activity Area; Dynamic and Static Zoning Layout.

1. Problems of Kindergarten Dynamic and Static Area Layout in China

In recent years, under the impetus of the wave of reform of early childhood education, the regional layout of kindergartens has gradually been emphasized. The quality and effect of our regional activities depend to a large extent on the arrangement of spatial location. In order to reduce the mutual interference between different activity areas, the separation of movement and static is especially emphasized, which refers to the separation of the layout of the activity-frequent partition from the activity-infrequent partition. However, at the present stage, there are still certain shortcomings in the layout of kindergarten regional activities in China.

Table 1. Layout of internal and external areas and the current situation of dynamic and static settings in each class of five public kindergartens in Changzhou, China

	3 to 4 years	4 to 5 years	5 to 6 years
Number of class areas	6～7	7～8	9～10
Will emphasize static and dynamic zoning	3/5	2/5	4/5
With open space	/	1/5	/
Will fence off areas with wooden cabinets, etc.	5	5	5
Extra space after area creation	/	1/5	/
Remaining space is reused at a later stage	/	/	/
Indoor and outdoor areas will alternate	/	2/5	1/5
Children like to walk between areas when they are active	5	4/5	3/5
After the area is partitioned off, young children are still influenced by other corners	5	5	5
Kids prefer indoor activity areas	/	1/5	/
Regional layout reference books or regulations are available	5	5	5

1.1. There are Limitations in the Design of the Area, Ignoring Dynamic and Static Layout

The rational use of space should not be limited to the surface of the three-dimensional space, but should go deeper into the far-reaching impact on young children [1]. At the current stage, regional activities in kindergartens often face the problem of limited activity space. Too small activity space will not only make young children feel crowded when performing various activities, but also reduce the activity areas they like or use frequently. The findings show that small kindergartens in Changzhou often need to divide dynamic and static areas uniformly due to the limitations of site size and space design. This practice leads to an overly centralized distribution of zones and a lack of effective transitions and direct connections between zones, thus making children's activity zones too centralized, influencing each other frequently, and piling up activity materials everywhere, making it difficult to give full play to the potential value of regional activities [2].

1.2. The Distinction between Movement and Quietness Appears Insufficient in Terms of Integration or Communication

The layout of kindergarten's regional environment has been clearly defined, and the activities in certain areas require a quieter environment; in some areas, the children's activities have relatively more components. As far as possible, quiet activity areas are integrated together, for example, art work area and intellectual area, language learning area and science activity area, etc. [3]. Young children often find it difficult to perceive the connections between different areas, they lack a holistic approach to playful thinking, and they are not free to demonstrate and expand their minds at any time and in any place. Teachers expect young children to be able to focus their attention on activities in a particular area for a period of time, rather than just changing the theme of the activity. There is a clear distinction between dynamic and static activities in each area, and activities in each area are "solo" [4].

1.3. Relatively Few Innovative Layouts Due to Constraints Imposed by Rules and Regulations

From table 1, we can observe that in order to achieve uniformity in classroom spatial layout, the areas of each classroom are usually centralized in the same location, and the regulations on the distribution of movement and static are strictly adhered to. This is not only to enhance the aesthetics of the classrooms, but also to better manage the fixed areas of the kindergarten. This zoning layout remains at a formal level, which is both convenient and time-saving, while also meeting the needs of the kindergarten. Although it seems to be a win-win strategy, it actually lacks the spirit of innovation. Considering the kindergarten's regulatory background, there are many underutilized fringe areas in the regional environment, which limits the maximum value of classroom space to be demonstrated in the regional layout design.

1.4. Standardization and Modeling of Teachers' Learning and Use of Teaching Materials.

The test-oriented education that preschool education majors receive in school places special emphasis on the creation of kindergarten area environments, which requires special attention to the layout distribution of frequent and infrequent activity areas. The textbook turns this common layout rule into a standard, and the mindset is set from before the teacher enters the kindergarten. The findings show that the textbooks available to teachers working in kindergarten place a strong emphasis on the difference between static and dynamic layouts, which makes it difficult for teachers to break out of the standardized framework and feel out of reach for innovative zoning.

Kindergarten area layout is of great importance to the growth of young children. However, at present, some kindergartens have problems in the cultivation of teachers' professional ability, regional spatial planning, and kindergarten system, which affect the effective creation of regional dynamic and static layouts. The renewal of educational concepts is the core element to maintain a strong developmental trend in education. Any reform stems from a change in ideological innovation.

2. Based on the Excellent Kindergarten Zoning Layout of Various Countries on China's Inspiration

China's kindergarten area layout still has a lot of room for improvement, different cultural backgrounds and environmental differences in the selection and development of kindergarten zoning layout in line with their own national conditions is crucial. Some foreign kindergartens in the area of static and dynamic zoning treatment is very skillful, will be the development of young children and environmental advantages of the combination, to create a variety of forms and styles of kindergarten activities area. This paper analyzes the kindergarten activities in the world on the basis of the distribution of excellent area creation, put forward the development and development of Chinese kindergartens in line with the distribution of static and dynamic area for the strategy.

2.1. Germany

2.1.1. Establishing Transition Spaces between Areas to Realize Children's Subjectivity

In the German Forest Kindergarten (Forest Kindergarten), they advocate more "open" education, the nature as a classroom, all regional activities are located in nature. There are no barriers between areas, children can sit on the ground immediately after playing, and they can read books and observe nature, etc. [5]. Our kindergarten makes full use of the area that can be arranged within the class, which includes corners, corridor locations, etc., and the small class can also have area transition space, this open space with its perimeter without a barrier, the children can freely enter and exit between. The design of space for the classroom space can be large space between two to three corners to create a free space for activities. Children in the transition space, free to share and re-create each area of the activity materials and the results of the creation, but also can sit on the ground to listen to friends share, find your interest in the place, but also in the open space to rest. The children become the masters of play, without the teacher to set up the regional tasks.

2.1.2. Appropriate Distinction and Combination of Movement and Static

German kindergartens in the regional layout, will provide children with a theme-based play environment, encourage children to read while playing, read while playing, sing while dancing, sing while drawing, so that children can experience the surprise and fun of reading [6]. They do not overemphasize the difference between dynamic and static in the layout of the area, but encourage the combination of dynamic and static to maximize young children's exploration and experience.

In China's kindergartens, the sense of motion can stimulate the curiosity and vitality of young children, while static activities can help cultivate young children's patience and concentration, can be diluted dynamic and static partition, appropriate combination of dynamic and static partition, for example: the combination of art and construction area, children in the art area design a good draft of the construction, in the construction area will be the plane of the draft of the painting into the three-dimensional construction of the image. In addition, children should be encouraged to combine the contents of other corners appropriately, the continuity of children's thinking is cultivated, which is conducive to the long-term benign development of regional activities.

2.1.3. Alternate Activities between Indoor and Outdoor Zones

In German kindergartens, the area is not set up in the classroom as a unit and fixed in a certain place, may not necessarily have to be indoors, their corner inside and outside the penetration of the regional activities, the regional activities of education to truly achieve great integration.

China's kindergarten number of people, for the implementation of multiple assigned areas is more difficult, free activities, at the same time into the various areas, will be difficult to control, especially set up in the outdoor corners. Kindergarten can be set up in the indoor and outdoor alternately some suitable areas, make full use of the different advantages of the size of the space, flexible layout, for example, in the large indoor site set up slides and other activities apparatus, so that in different weather can let the children have enough opportunities for movement, but also in the outdoor set up the construction area, the young children to give play to their imaginations, multi-people cooperation, to create a larger construction model, to know more new friends.

2.2. America

2.2.1. Focus on the Practical Function of Environmental Layout

American kindergartens in the health and safety of the basis, pay more attention to the practical function of the environmental layout [7], everywhere reflecting the design ideas of child-centered. American kindergartens to decorate the classroom as a strategy, that the layout of the classroom can provide a good learning environment for children, for children's favorable conditions. China's kindergarten area division should not only be beautiful, but also focus on practicality, location division should be conducive to the communication of young children, and at the same time should be combined with the principle of security division.

2.2.2. Make Full Use of Indoor and Outdoor Space to Expand the Scope of Activities

Building Design Code for Child Care Institutions" stipulates that kindergartens "should set up an area of not less than 60 square meters per class for outdoor activities" and "should set up a per capita area of not less than 2 square meters of the whole garden common activity space". Obviously, our kindergarten outdoor activities per capita area of the minimum standards, far lower than the United States National Association for Early Childhood Education (NAEYC) for each child outdoor playground requirements to reach the standard of 7 square meters.

Considering the demographic situation in China, teachers should maximize the use of indoor and outdoor space, as much as possible to the children's activities, the area will be more clearly divided into static and dynamic. Teachers should take full advantage of the use of walls, ceilings and other space, the use of clever layout and use, increase the activity area, design more colorful activity environment.

2.3. Japan

2.3.1. Attempting to Design a Fence-Free Area Space "To Allow Younger Children to Play Freely".

The environmental design of the Fuji Kindergarten in Japan realizes this idea. You can run freely on the "donut" roof or play under the century-old tree. Inside the classroom, there are no barriers [8].

In our kindergartens, there are fences and cabinets, and although you can clearly see the division of locations, there are fewer opportunities for children to interact with each other. Kindergartens can reduce the number of partitions, or try to open the area space without fences to promote the integration of multiple areas.

3. Summary

From the viewpoint of the current situation in China, the cultivation of teachers' creative thinking should start from the basics. Textbooks are an important source of learning for students and an important teaching basis for teachers. The teaching materials should be customized according to the specific situation, from a practical point of view, to create a reasonable layout of static and dynamic zoning, with educational value. Early childhood education students do not flow on the surface of the text design, but also hands-on, do small model zoning, in different environments, real simulation zoning layout, constantly thinking about maximize the mining of static and dynamic zoning of the educational value of the development of the future teacher's creative thinking for the future work to lay a solid foundation for the post. Kindergarten regional activities have an important value and play a key role in the comprehensive development and healthy growth of young children, which requires teachers to actively build the diversity of regional activities in kindergarten education. It is because of the continuous updating of the concept of education, the education cause today is thriving and prosperous development of the scene. Let the children in the new cultivation, independent choice of regional activities, maximize the value of education. Teachers in the education process, only to find the regional activities in the crux of the problem, choose the right solution, the right medicine, in order to better educate young children in the regional activities of young children's intelligence, refining young children's character, sublimation of young children's character.

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