

Current Situation Analysis and Countermeasures of Kindergarten on the Problem of Connecting Between Kindergarten and Primary School

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Abstract: The transition between kindergarten and primary school is the transition between kindergarten and primary school, which is an effort to make children adapt to the differences between kindergarten and primary school. If the “young convergence” is not in place, it will lead to children’s life, learning, psychological all kinds of bad phenomena. Although our country now also quite pays attention to “the young small link”, but after all is a novice, each party coordination is very not in place, this article passes the contrast between China and the West, emphatically discusses the kindergarten stage about “the young small link” the present situation and the countermeasure. The author believes that the two most important points to do a good job are: First, from the perspective of children; Second, home cooperation. As far as the current situation of the link between kindergarten and Primary School in China is concerned, although the implementation is not very good, the state is constantly improving its policies, and the awareness of kindergartens and parents is also rising.

Keywords: Kindergarten; The link between kindergarten and kindergarten; Children’s perspective; Primary School

1. The course of defining

Early childhood connection: the definition in Baidu encyclopedia is “the connection between early childhood education and primary school education”, but in fact, there are broad sense and narrow sense of connection between “kindergarten and elementary school”. In a broad sense, it refers to “the overall transition of children from kindergarten to primary school”. In a narrow sense, that is, “the connection between the kindergarten and the primary school refers to entering the first grade from the kindergarten class”.

Children’s perspective: the story is told with the eyes or tone of children. The presentation process of the story has the distinctive characteristics of children’s thinking. From the perspective of children, the research on the connection between childhood and primary school is to reconstruct the understanding of the connection between childhood and primary school “through the children as the parties in the process of childhood connection of life experience and sense”, reconstruct the understanding of the connection between kindergarten to primary school^[1].

Primary school education: It refers to the management, teaching mode and content of early childhood education focusing on the primary school stage, paying attention to the imparting of knowledge rather than the physical and psychological development of children. Kindergartens are unilaterally close to primary schools, the teaching method is unified with the primary school, the implementation of subject teaching, the code of conduct of pupils is copied.

2. A theoretical study on the connection between “Kindergarten and Primary School”

2.1 The study of fault theory of early childhood

Professor Haak in Germany points out that children will inevitably face some stage differences in life and learning from kindergarten to primary school, these differences are usually manifested in six aspects, including the fault of people, the fault of learning style, the fault of behavior norms, the fault of social structure, the fault of expectation level and the fault of learning environment. The key to solve the problem is to identify the six points and apply the appropriate medicine to the case

2.2 Sociocultural perspective

“The sociocultural perspective of early childhood connection emphasizes that early childhood connection is a common social process that does not involve isolated individuals or rely solely on individual skills.” This sociocultural perspective tends to highlight the dominant position of children in this process, advocating children to experience the acquisition, and then share the experience with others. This perspective theory and the child-centered child perspective theory can be merged into one, both emphasizing “under the research paradigm of interpretative phenomenology”, through the experience and feeling of children who are in charge that the young connection is deconstructed again, so that children can try to recognize and solve the small differences by themselves, instead of relying on the empirical research of adults to replace children’s dominant position, so as to give children what adults want^[2].

3. A review of domestic research on the connection between kindergarten to primary school

3.1 Differences in understanding of cohesion between Kindergarten to Primary School

There are different kinds of opinions vary among researchers about the definition of “little join”, the research scholars have different views, controversial, some reform to each side of broad sense and narrow sense, the author is more agree with generalized, it is believed that the contact and understanding of primary school should not start from the big class, and the small class and middle class should also be infiltrated. The bottom line of the connection between primary school and primary school is “starting at the latest from the big class stage”, and the connection between the big class and primary school needs to be fully carried out. There are still exist of regional differences in the understanding of the “little join”, “In some countries it refers to the transition of children from home to public educational institutions, while in others it refers specifically to the transition from pre-school to primary school”, different countries have different national conditions and education policies, so the attributes of preschool educational institutions are different, the author will not explain too much here.

3.2 The necessity of the existence of “the connection between Kindergarten to Primary School”

The most important reason why the connection between kindergarten and primary school has its existence is the difference of teaching mode between kindergarten and primary school, as Blfenbrenner saying: “Biological factors and environmental factors interact to influence human development. When an individual changes his or her position in the ecological environment, he or she experiences an ecological transition.” The existence of this difference makes children feel uncomfortable and even resist. When it comes to the school season, many new school children go to the hospital to see a doctor is not a small number, it seems to be cold, stomach pain and other symptoms, actually, it is all caused by psychological problems, because of the rejection of primary school learning and life, so try to escape, and this way of escape is often sick leave. Therefore, before entering primary school, children should recognize the difference between kindergarten and primary school and experience this difference in advance, make good psychological preparation, it can help children smoothly and quickly adapt to primary school life, into the pace of life in primary school to go.

The difference between kindergarten and primary school can be attributed to the following four points: First, the difference of work and rest system. Kindergarten’s work and rest time is relatively free, while primary school’s work and rest time is strict and compact; Secondly, there are differences in teaching methods. Kindergarten teaches through entertainment while primary school teaches in class. Third, the difference of living environment. The environment layout in kindergarten is colorful and full of childlike interest, while the environment layout in primary school is monotonous and boring. Fourthly, “interpersonal relationship difference”, teachers give a lot of attention to each child in kindergarten, after primary school, the teacher’s attention to each child decreases, and children need to know new classmates, establish a new social circle^[3].

3.3 Problems existing in the connection between “the connection between Kindergarten to Primary School”

The necessity of “connecting Kindergarten to Primary School” cannot be ignored. “Ramey, S.L. and Ramey, C.T. use examples to demonstrate that the experience of early connection will last for a long time and will influence the development of children’s future interests and achievements.” Although the early childhood connection has received due attention, there are still many problems in the specific operation process of the early childhood connection, which is also a reflection of the imperfect development of China’s early childhood education. We look at these problems from the kindergarten stage, involving kindergarten teachers, parents and children, we summarize the operation problems of the connection between Kindergarten to Primary School from these four aspects in turn.

From the perspective of kindergarten, there are four major problems: first, it is superficial. Kindergartens only slightly adjust the schedule and form of classes, and do not pay attention to the psychological feelings of children; The second is formalization. For example, the primary school visits only focus on the functions of each area of the primary school, and do not have an in-depth understanding of the teaching mode and living state of the primary school, these bits of information form only the rudiest perceptual understanding of primary school for children, what is constructed is a very incomplete cognitive schema of primary school, “for children, this fragmentary information only forms the most superficial perceptual understanding of primary school, and constructs a very incomplete cognitive schema of primary school; The third is unidirectional, “many kindergartens will carry out the connection between kindergarten and primary school in full swing, but the connection with the parents of primary school is not close enough”, there is no comprehensive implementation of the connection between kindergarten and primary school; Fourth, elementary school. Preschool educational institutions are of uneven quality, and public educational institutions are directly under the jurisdiction of educational administrative departments, the teaching model is in the right order, and the teaching is based on games. However, private educational institutions are less constrained by the educational administrative departments, “so they give priority to the teaching of knowledge and skills”.

In preschool teachers ways, “kindergarten teachers do not understand the rules of primary education” is the most common primary school education pattern, in addition,

although the concept of preschool teachers has been updated with the progress of The Times, they realize that the connection between preschool and primary school includes many aspects, such as living habits, learning habits, learning ability and self-care ability, “but an increase in awareness does not equate to a change in educational behavior”.

From the perspective of parents, there are three main problems: one is “high expectations but low measures”, many parents have a psychological comparison, as well as expectations for their children, but their measures are limited to the level of knowledge; Second, eager for success, to sign up for a variety of remedial classes and interest classes; Third, the imbalance of coordination,

parents' outdated ideas, their education ideas and kindergarten education ideas often can not be coordinated, can not cooperate with kindergarten to carry out the connection between kindergarten and primary school. "The research shows that among family activities, parents discuss language and cognition activities, school activities, preschool bridging activities and home cooperation, parents' participation in preschool bridging activities is the lowest."

From children's perspective, "for a long time, the discourse system about the little join has been mainly constructed by researchers as adults, from the voice of the children in the discourse system has not given legal status, but ruled out by intentionally or not. Adults have been looking down at children's attitude for children planning everything, that is, for the sake of children, but rarely listen to the true thoughts of children's hearts.

4. Summary and enlightenment

In addition to paying attention to the status of children in the connection between kindergarten and primary school, and considering problems from the perspective of children, we can find that the full cooperation of parents and teachers is also indispensable from the above three points summarized by the author. For children, the influence of adult attitude is great, if the attitude of parents and teachers is not consistent, the children between the two will have ambivalence, resulting in the failure to pay attention to school preparation. Only when parents and preschool teachers cooperate with each other and maintain the consistency in education, can they form a good connection in all directions, reduce the resistance in the process of the connection between the young and the young, and enable children to gain passion and motivation and form a positive attitude. Parents and preschool teachers have their own role in life, who does not replace the status of education, some words and some things can only be set by the role to do, in order to achieve the effect^[4].

The author thinks that the two most important points are: 1. From the perspective of children; 2. Kindergarten-family co-operation. Although the implementation is not very good, but the state is constantly improving the policy, awareness on the part of kindergartens and parents is also rising. Our country has experienced the early childhood education primary school tide, despite the whole education sector realized the extreme nature of this practice slammed on their brakes, but it happened to fall into another extreme, kindergartens dare not teach elementary school knowledge. However, in the exam-oriented education system, this is obviously unreasonable, so people are looking for other ways out, private educational institutions are popular. The author believes that the return of knowledge education will come sooner or later, but it will not return to the tendency of primary school. We can expect a model of equal power relationship between kindergarten and primary school, which will make the road for children to enter primary school more smooth.

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