

Study on the Scientific Interface between Preschool and Primary Education

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Abstract: Preschool education, as a stage of preparation for children's formal entry into curricular education, is an important stage in the socialization of children and a prime period for their intellectual development. Therefore, the effectiveness of preschool education will directly affect the future development of children. Primary education, on the other hand, is the starting stage of compulsory education and the cornerstone of basic education in China, and primary education plays an important role in promoting the overall development of individuals and consolidating and improving the quality of compulsory education. However, at present, there are numerous problems with preschool and primary education in China that need to be addressed urgently. The author takes the current articulation of preschool and primary education as the starting point, analyzes the problems of preschool and primary education through questionnaire research, fieldwork and interviews, and puts forward targeted solutions and suggestions. In an attempt to break the situation of separating preschool education and primary education, ensure that children can smoothly transition from kindergarten to primary school and ensure the healthy physical and mental development of children.

1. Introduction

As the starting point of a learning society and lifelong education, preschool education plays an important role in the development of people throughout their lives. Primary education is the basic stage of nine-year compulsory education, and the success of primary education directly affects the implementation of secondary and higher education. Preschool education and primary education are two different but closely related stages, and both are important components of education. However, at present, with the development of society and the economy, there is a gradual trend of separating pre-primary education and primary education. In the process of running kindergartens, there are problems such as separating the curriculum from that of primary schools and offering over-advanced courses. This has led to various problems for children after they enter primary school, affecting their normal primary school life.

Governments have now introduced various policies to address this issue. For example, the Chinese Government has introduced various policies so far in 2019 to ensure that kindergartens and primary schools establish two-way articulation and synergistic cooperation mechanisms to prepare children for normal entry into primary school life.

2. Overview of Relevant Theories

2.1 Preschool Education

Preschool education is currently defined in a broad and narrow sense. In the broad sense, preschool education refers to all education received from the family, school and society from birth until the child enters primary school, including preschool social education, preschool family education and kindergarten education. In a narrower sense, preschool education refers to kindergarten education, which refers to education provided by preschool institutions for children aged 3 to 6 years in accordance with a certain organizational structure and prescribed teaching methods and contents. Preschool education institutions include both public and private kindergartens. In this article, the object of the study is the narrow definition of preschool education, which refers exclusively to kindergarten education.

2.2 Primary Education

Primary education, or elementary education, is the education that provides a foundation of cultural knowledge and prepares the recipient for life. It usually refers to the first stage of a country's school system and is generally aimed at children between the ages of 6 and 12. This kind of education is so important to the improvement of the national culture of the country that each country, at a certain stage of its economic and cultural development, has set it as the goal of implementing compulsory or universal education. In this article, primary education refers to elementary education.

3. Problems with the Interface between Preschool and Primary Education

3.1 Separation of Pre-School and Primary Education from Each Other

For a long time, influenced by traditional culture and the national school system, kindergarten and primary school belong to two different school levels, and there are major differences in curriculum content and teaching methods, etc. Kindergarten mainly focuses on enlightenment education, which is often taught through fun and learning by doing, but when entering primary school, the content often changes directly into curriculum knowledge and concentrated book instruction. The different way of learning and receiving knowledge makes many children show obvious rejection and discomfort when they first attend classes. In addition, the separation and lack of articulation between pre-primary and primary education, as two different levels of schooling, has led to many children entering school with varying degrees of difficulty, which has become a challenge for basic education.

3.2 Unregulated Preschool Education

Due to the intensification of social competition, parents are generally anxious about their children's education, and the concept of "letting children win at the starting line" has become the educational philosophy of many parents. In order to meet this demand, various institutions have opened a wide range of educational programs and training courses. Such out-of-school education and training institutions generally carry out over-the-top programs, bringing primary school knowledge forward to kindergarten. In addition, some kindergartens also commonly set primary school content in order to enroll and satisfy parents, while ignoring the physical and mental development stages of children. In the teaching process, indoctrination is often adopted, and

children are only responsible for instilling knowledge into them, regardless of whether they are able to understand the meaning of the knowledge itself.

3.3 Inadequate Articulation Mechanisms

The lack of an articulation mechanism is also one of the main reasons for the separation of pre-primary and primary education. The relevant government departments have failed to carry out reasonable and orderly planning and organization of preschool education and primary education in terms of progression and enrolment in accordance with the actual local situation. This has led to a lack of macro management of kindergartens and primary schools in terms of progression and curriculum, which has indirectly led to educational chaos in pre-primary and primary education.

In addition, parents have also disengaged from preschool education, leaving the task of teaching entirely to schools and enrolling children in various out-of-school training institutions, resulting in an excessive learning burden for children. The duplication of curricula in off-campus training institutions, kindergartens and primary schools also leads to a waste of educational resources.

4. Basic Principles of Response Recommendations

4.1 Adherence to the Primary Principle of the Physical and Mental Development of the Child

As educators, we must grasp the laws of students' physical and mental development and the characteristics of their learning development, which is the key to being able to achieve a scientific bridging of preschool and primary education. In addition, we must pay attention to the continuity of children's physical and mental development and to the needs of children at different stages of development, so as to help children prepare comprehensively for primary school life and to develop learning abilities that are beneficial to their lifelong development.

4.2 Insist on Non-Separation and Two-Way Complementary

The articulation of pre-primary and primary education is a joint responsibility of both parties and cannot be borne by primary schools alone. Both sides must reach a consensus and build a sense of articulation, with kindergartens and primary schools working together for mutual benefit. Scientific preparation and adaptation of children for school will be done to slow down the growth slope and facilitate the smooth transition of children from kindergarten to primary school.

5. Countermeasure

5.1 School Adaptation Education in Primary Schools

Primary schools are implementing education for adaptation to school entry. Primary schools must strengthen the sense of articulation, make adaptation education for school entry an important task in deepening the educational curriculum and teaching reform, incorporate it into the education and teaching plans of the - grade levels, and articulate the education and teaching methods with kindergarten education. The State has revised basic education curriculum standards, adjusted -grade curriculum arrangements, reasonably arranged content gradients, and slowed down the teaching schedule. Primary schools have set the first term of the first grade as the school adaptation period, focusing on the implementation of school adaptation education; local curricula, school curricula and comprehensive practical activities are mainly used to organize and carry out school adaptation activities, and class time arrangements are ensured. The first grade education approach has been

reformed, and the national curriculum is mainly implemented in a playful, lifelike and integrated manner, strengthening children's inquiry-based and experiential learning. The phenomenon of neglecting children's physical and mental characteristics and receptive abilities must be effectively changed, and the erroneous practice of exceeding standards and blindly catching up with progress must be firmly corrected.

5.2 Kindergarten Actively Prepares for Advancement

Kindergartens do a good job of preparing children for school. Kindergartens must implement the children's curriculum and study guide, promote the comprehensive and harmonious physical and mental development of young children, prepare them for school with basic qualities, and lay a good foundation for lifelong development. Teachers should be further guided to establish the concept of scientific bridging, and the second semester of the first grade should be targeted to help children prepare for life, society and learning, and build positive expectations and aspirations for primary school life. It is necessary to prevent and correct the wrong practice of simply transferring the environment, educational content and educational methods of primary schools to kindergartens.

5.3 Improving the Home-School Co-Education System

Improving the mechanism for home-school co-education. Kindergartens and primary schools should consider parents as important partners, establish an effective home-school cooperative communication mechanism, and guide parents to cooperate actively with kindergartens and primary schools to do a good job of bridging. They should keep abreast of parents' confusing problems and opinions and suggestions on school readiness and adaptation, actively publicize relevant policy requirements at home and in the local area, publicize and demonstrate the scientific concepts and practices of the two-way articulation between kindergarten and primary school, help parents understand the hazards of over-strengthening knowledge preparation and learning primary school curriculum contents in advance, alleviate parents' pressure and anxiety, create a good atmosphere for family education, and actively cooperate with kindergartens and primary schools in the articulation 工作.

5.4 Increased Control of Unregulated Teaching Practices

Intensify integrated management efforts. Education departments at all levels will . . . work with relevant departments to continuously increase their efforts to address violations of the laws of education in off-campus training institutions, primary schools and kindergartens, and carry out special treatment. Implementation of the relevant national regulations, off-campus training institutions are not allowed to train preschool children in violation of the law. Primary schools strictly enforce test-free admissions in close proximity to schools, strictly prohibit the use of various types of examinations, competitions, training results or certificates as the basis for admissions, and insist on zero-start teaching according to curriculum standards. Where kindergartens meet the needs, primary schools may not hold pre-school classes. Kindergarten shall not teach the content of the primary school curriculum in advance, shall not assign reading, writing and arithmetic homework, shall not set up preschool classes, kindergartens have the loss of children in the older classes, should be timely. Learn the cause and destination in a timely manner and report to the local education department. Education departments shall, based on relevant clues, seriously investigate and blacklist off-campus training institutions that receive preschool children for training in violation of the law, and include the blacklist information in the national credit information sharing platform and implement joint disciplinary measures in accordance with relevant regulations. In the case of

kindergartens and primary schools with serious violations of school conduct, principals, directors and teachers concerned will be held accountable.

5.5 Establishment of a Unified System of Teaching and Research

Establishing a joint teaching and research system. Teaching and research departments at all levels must make the interface between kindergarten and primary school an important element of their teaching and research work, incorporate it into their annual teaching and research plans, and promote the establishment of a joint teaching and research system in which kindergarten and primary school segments are interchangeable and their contents are integrated. Teaching and research personnel should go deeper into kindergartens and primary schools, identify research topics according to practical needs, guide regional teaching and research and garden (school) based teaching and research activities, and summarize and promote good practices and experiences. Primary schools and kindergartens within school districts are encouraged to establish learning communities to strengthen research and exchange among teachers in such areas as child development, curriculum, teaching and management, and to solve outstanding problems in school readiness and school adaptation practices in a timely manner.

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