

The Application of Children's Diary in the Connection Between Early Childhood Transition

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Abstract: The early childhood transition has always been a concern for educators, as it is related to children's learning and lifelong sustainable development, and is an important issue for the high-quality development of basic education in our country. This article first analyzes the common problems that exist in the early childhood transition, and then explores the application of children's diaries in this stage, analyzing their role and significance in communication skills, home-school collaboration, and psychological well-being. The study found that children can use diary writing to promote language expression, enhance family relationships, and improve emotional states, providing effective tools and methods for the early childhood transition. This article also introduces the writing methods and practical applications of children's diaries, and proposes prospects and suggestions for future research.

1. Introduction

The early childhood transition is a critical period in children's education, as it marks the transition from kindergarten to primary school and is a focal point of concern for parents and teachers. During this phase, children face significant changes in their learning and living environments and must adapt to new challenges, such as poor adaptability, academic pressure, and emotional instability. Therefore, facilitating a smooth transition for children to primary school has become an urgent issue for educators and parents alike.

As a self-directed and subjective recording method, children's diary writing has received increasing attention from educators and parents. By recording their own lives, emotions, and thoughts, children can better express themselves, enhance their confidence and self-awareness. This article aims to explore the application of children's diaries in the early childhood transition stage from the perspectives of communication skills, home-school collaboration, and psychological well-being, providing reference and suggestions for parents and educators.

2. Common Issues in the Early Childhood Transition

2.1. Parents often Lack Understanding of the Early Childhood Transition, Have Low Levels of Involvement, or Have Involvement that Is Not Focused on the Right Direction

Contemporary educational ideas have always believed that the best education is achieved through parent-school co-education, where parents are involved in their children's education so that they can better understand their growth. Schools can also learn about children's performance at home through parents, and parents can play a good guiding role in the early childhood transition. However, parents often lack an understanding of the value of sustainable development in children, and instead adopt a linear time-to-life maturity perspective that speeds up the transition process. This often results in the labeling of 'efficiency' and 'preparation' on childhood and children during the early childhood transition process [1]. Research results show that parents' practical actions and attitudes towards the transition from kindergarten to primary school are complex. A survey was conducted on 6238 parents of preschoolers, and it was found that 40% of the parents did not receive relevant information and services related to the transition. 82.5% of the parents planned to arrange or provide knowledge training for their children before entering primary school. Nearly 50% of preschoolers participate in learning for more than 3 hours per week, and 10% for more than 6 hours [2].

2.2. Parents Lack a Communication Bridge with Their Children and Teachers, and Cannot Participate in Home-School Co-Education

There is currently no unified definition for "home-school cooperation" in the research field of preschool education in China. In studies that provide a definition for "home-school cooperation", there are generally two modes: one mode emphasizes the collaboration between families and kindergartens, while the other mode emphasizes the communication and connection between teachers and parents to establish a stable cooperative relationship [3]. As non-professionals, parents may have unscientific and unreasonable expectations for kindergarten education. They are also influenced by their living environment and social atmosphere, and their values may differ. Their understanding of their own children may not be entirely accurate and comprehensive. In general, a teacher may face dozens of parents, and it is often difficult to communicate with each parent about the child's situation at home. A survey shows that the proportion of opportunities for individual communication between parents and teachers regarding child-related issues is only 8.65% per day, and the proportion of opportunities once per semester or almost none is as high as 46.4%, nearly half of the total [4]. There are many reasons for this phenomenon, and a large part of it is due to the lack of methods and ways for parents. The communication medium between parents and teachers is actually more the child. How to guide the child to express what they see and hear at home and in the kindergarten, and then promote targeted and efficient communication between parents and teachers is the key to improving the quality of home-school collaboration.

2.3. The Transition from Preschool to Primary School, as an Important Period in Children's Education, has a Significant Impact on Children's Mental Health

During the transition from kindergarten to primary school, children experience a significant change in learning style, which can lead to various psychological issues during this crucial period of child development. Many children in this transition phase may experience anxiety, as they were previously used to being taken care of by their kindergarten teachers in all aspects of life, whereas in primary school they are expected to be more independent and take care of themselves. This can

make them feel a sense of loss and create fear and resistance towards the idea of starting primary school. These negative emotions can further affect their daily life and learning. Emotionally, children may feel anxious due to the separation from their familiar peers and friends in kindergarten. Academically, they may struggle to cope with the heavier workload and pressure in primary school, which is a significant change from the more relaxed learning environment in kindergarten [5]. Various anxieties bring great psychological burden and pressure to young children. If they cannot be well released, they will eventually affect the psychological health of young children. According to a survey of 66 children selected from three classes, with 22 children from each class, based on the psychological pressure described by young children, it was found that 95% of the total children have psychological pressure, and 3 children did not express any pressure, accounting for 5% of the total number of children [6]. As can be seen, the changes brought about by the transition from preschool to primary school generally cause psychological burden on young children and affect their mental health.

The best way to solve problems and relieve emotions is through communication. The "children's diary" proposed in this article aims to provide a communication channel between young children, parents, and teachers, in order to relieve young children's psychological pressure, strengthen parent-child relationships, and improve the effectiveness of family-school collaboration. At the same time, the children's diary can improve the expression ability of young children and establish a trust-based communication relationship with parents and teachers, so that they can better accept the changes from kindergarten to primary school and reduce the negative emotions caused by the transition.

3. The Implementation Method and Status of "Children's Diaries"

3.1. Implementation Method Design



Figure 1: Example of Children's Diary

During the kindergarten phase, children are not yet able to express their emotions through writing, so the "Children's Diary" is presented in the form of drawings instead of text. In the implementation process, each child is given a drawing book as their diary. The "Children's Diary"

requires participation from three parties: the child, the parent (but not limited to parents, teachers can also participate), and the teacher. Parents encourage and guide their children to express their observations and feelings through drawing, and then they discuss the child's diary with them and record it in writing. This can be sent to the teacher via email or WeChat for feedback. Similarly, the school regularly holds activities and allows children to record the content of the activities through the "Children's Diary," which can help cultivate the child's ability to express themselves, and also allow parents to understand their child's experiences in the kindergarten. An example of a "Children's Diary" is shown in Figure 1, entitled "The Street in Spring." The picture is a diary entry by "Minmin." The parent provided a written description of the diary, which roughly describes how Minmin and their parents went to the countryside and saw cars, germinating trees, tall buildings, lawns, and small animals. The teacher then interacted with the parent and suggested that Minmin's mother could guide Minmin to recognize different brands of cars and license plates, and expand their knowledge to include trains, planes, ships, and rockets, to achieve the goal of life education.

3.2. Implementation

The children's diary program has been implemented for over two years, and more than 600 children and their parents have participated in it. Some of the children have successfully entered primary school and provided positive feedback on the effects of the diary program.



Figure 2: Case 1 Part Diary

Figure 2 shows excerpts from the diaries of some children in Case 1. The diary entries cover various aspects such as games (go-karting), movie watching (Laughing Caterpillar), science observation (interesting growth rings), and daily life (fighting viruses, celebrating the Spring Festival, learning about space heroes and returning home). Through the mother's written records, it can be seen that the children in Case 1 have rich imagination and are observant of the things they see and hear in life. By comparing their earlier and later entries, it can also be seen that their expressive abilities have gradually improved. After receiving feedback from parents about the diary program, teachers have provided appropriate guidance and education to the parents.



Figure 3: Case 2 Part Diary



Figure 4: Case 3 Part Diary

Figure 3 shows excerpts from the diaries of some children in Case 2, and Figure 4 shows excerpts from the diaries of some children in Case 3. As with Case 1, the parents recorded the diary entries and the teachers provided comments and guidance. Some children had communication or psychological issues before participating in the diary program. After the training, the program has strengthened the parent-child relationship. Through long-term communication with their children, parents have come to understand their children's thinking patterns and learned how to guide them. Through interaction with teachers, parents have also learned methods and directions for educating and guiding their children. Meanwhile, children have found a way to express their emotions through diary entries, which has helped them avoid psychological problems that can arise from repressed emotions.

This article only lists the diaries of three children as examples of the implementation of the program. Through the long-term adherence of more than 600 children, the program has improved many of the problems that existed before. Some of the children who have entered primary school have also been able to adapt well to their new school life. The application of the children's diary program has had a positive impact on the transition from kindergarten to primary school.

4. Conclusion

Firstly, the implementation of children's diaries reveals significant effects in enhancing their communication skills. During the implementation, we conducted diary writing training for children and compared their performance with a control group that did not receive the training. Results showed that the diary training group demonstrated better expression ability, comprehension ability, and communication skills. Moreover, through interviews and observations during the training process, we also found that children showed more confidence and positivity in diary writing, which can help promote their communication skills development.

Secondly, the application of children's diaries in family education environments has certain advantages. We found that for families participating in diary training, parents had a higher degree of involvement in the training process and interacted more closely with their children. This kind of family education environment helps promote communication and interaction between children and parents, as well as emotional communication among family members. In addition, we found that children participating in diary training showed more positive emotions and attitudes in daily life and were more willing to communicate and share with their parents and other family members, which is of great significance for family education.

Finally, we found that children's diaries also have a positive effect on promoting their psychological health development. Through the implementation process, we found that children participating in diary training demonstrated better emotional expression, emotional management, and self-awareness, and were better able to cope with daily challenges and pressures. This positive psychological state has an important promoting effect on children's comprehensive development and helps prevent and alleviate some psychological health-related problems.

In conclusion, our research has conducted an in-depth exploration of the application of children's diaries in communication skills, family education, and psychological health. We found that children's diary writing can help improve their communication skills, enhance family education, and promote psychological health development. Specifically, diary writing can improve their language expression ability, enhance their self-awareness and emotional management ability, and promote communication and interaction between parents and children. In addition, diary writing can help children better understand and handle emotions, alleviate psychological stress, and promote psychological health development, all of which can help smooth the transition from early childhood to primary school.

4.1. Outlook

As society continues to develop and progress, the co-education of parents and teachers at home has become an increasingly popular way of parenting. It is also an effective way to alleviate negative psychological emotions such as anxiety that children may experience during their transition from preschool to elementary school. Parents and teachers actively participate in the education and growth of children, cooperating together to promote their overall development. As a new educational method, children's diaries have been increasingly valued by more and more parents and teachers.

Through drawing pictures, children use their diary to record their lives, thoughts, and feelings, freely expressing their inner world. Through drawing, children can release emotions, regulate their mood, relieve psychological pressure, and improve their self-awareness and expression ability. At the same time, parents and teachers can also understand the emotional state of children through observing their drawings, further strengthening co-education at home, and promoting the healthy growth of children.

In the future, children's diaries will play an increasingly important role in the transition from preschool to elementary school and in co-education at home. First of all, children's diaries can help children better express their emotions and ideas, promoting their psychological health and development. Secondly, parents and teachers can enhance their intimate relationship with children and increase their confidence and independence by observing, discussing, and reviewing diary works with children. Finally, children's diaries can also promote children's creativity and imagination, cultivate their artistic literacy and aesthetic ability, enrich their life experience, and promote their overall development.

Of course, we also recognize that the application of children's diaries in the transition from preschool to elementary school is a complex and important issue. Our research is only a preliminary exploration, and more empirical research is needed to verify and deepen our findings. We hope that this topic can receive more attention and research to make a greater contribution to the growth and development of children.

In summary, as a new educational method, children's diaries will play an increasingly important role in strengthening co-education at home, enhancing children's expression abilities, and relieving their psychological pressure, becoming an effective measure for a smooth transition from preschool to elementary school. In future educational practices, we will continue to promote and apply children's diaries, providing better support and help for the healthy growth and overall development of children.

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