

# *Influence Strategies of Early Childhood Parent-Child Reading on Primary School Students' Independent Reading in the Context of Early Childhood and Primary School Convergence*

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**Abstract:** Parent child reading is a reading activity where parents and children share stories. According to the survey results, parent-child reading, it has a very positive impact on children's cognition, language development, reading interest, emotional communication, social skills, and independent reading habits. At the same time, it is conducive to establishing a closer relationship between parents and children. This study aims to explore the impact of parent-child reading on primary school students' autonomous reading ability in the context of preschool transition, and propose corresponding strategies. Experimental data shows that children who participate in parent-child reading activities from an early age are more likely to develop independent reading habits, indicating that parent-child reading is very important for cultivating children's independent reading ability. Therefore, research suggests that it is necessary to strengthen training in parent-child reading for children, in order to cultivate their independent reading ability and lay a solid foundation for their future. So parents, schools, and communities should all work together to promote parent-child reading activities, so that more children can enjoy the fun of reading.

## **1. Introduction**

Parent-child reading is an activity where parents and children read and share stories together. According to research data, parent-child reading has a very positive impact on children's cognition, language development, reading interest, emotional communication and social skills. In the context of the juvenile cohesion, children are often faced with the problem of developing independent reading skills. Independent reading refers to a child's ability to choose, understand and enjoy reading independently. It is not only about improving reading skills, but also about cultivating children's interest, habits and self-confidence in reading. As a key stage in children's transition from kindergarten to elementary school, the development of reading habits and interests at this stage is crucial for future reading development.

Therefore, this study aims to explore the influence of early childhood parent-child reading on primary school students' independent reading ability in the context of juvenile cohesion and to propose corresponding strategies. Through an in-depth study, it would help parents or educators to

provide more effective educational methods, which would promote the cultivation of primary students' independent reading ability. Through systematic research and analysis, it can provide theoretical support for family education and school education, help them create a good reading space for children, and then stimulate children's interest in reading. This paper is organized as follows: chapter two introduces the research results of other scholars on this issue. Chapter 3 would focus on the research methodology of the study on the influence of early childhood parent-child reading on primary school students' independent reading strategies in the context of early childhood and primary school convergence. Chapter 4 would further validate the ideas presented in this paper by conducting relevant experiments. Chapter 5 summarizes the paper and makes suggestions for subsequent research.

## **2. Related Work**

In recent years, a number of scholars have studied and explored the influence of early childhood parent-child reading on elementary school students' independent reading. Bai Rui proposes to grasp the age characteristics and developmental rules of young children, choose appropriate parent-child reading materials, and improve the quality of books for young children. He believes that creating a good parent-child reading environment, stimulating children's interest in parent-child reading, parent-child and other reading guidance strategies, maintaining children's dominance, parents' inspiration, and improving parents' methods and skills of guided reading [1]. In order to explore the influence of parent-child reading activities on young children's reading ability, Sun Yanyong selected a kindergarten class as the research object through the case study method and observation method. He conducted a six-month continuous parent-child reading program. The results of the study showed that parent-child reading activities had a positive effect on children's reading ability [2]. By analyzing the role and influence of parent-child reading on the growth of young children, Jia Ling conducts an in-depth investigation on the reading materials for young children and the cultivation of young children's interest in reading, which provides parents with favorable help in choosing reading materials and cultivating young children's interest in reading [3]. Wang Shiyu believes that parent-child shared reading is an important part of early family education, is a kind of reading method that emphasizes the interaction between parents and children, and is of great significance to the growth of young children. How to effectively guide young children to read, create an early reading environment for young children, and cultivate young children's interest, ability and habit of early reading have an important impact on early childhood education [4]. The research results of the above scholars play an important role in the study of this paper.

## **3. Methods**

### **3.1 Significance of Parent-Child Reading**

Parent-child reading is an activity in which parents and children read, share and discuss books together, which not only strengthens the relationship between parents and children, but also plays an important role in the development of children's interest in reading [5-6]. Parent-child reading is very important for the improvement of primary school students' reading ability. By engaging in parent-child reading, children can be exposed to a variety of different types of books in which they can broaden their horizons and enrich their knowledge. Parents can also help their children understand the meaning of Chinese characters and storylines, which not only lays a good foundation for primary education, but also develops children's reading skills and improves their ability to express themselves verbally. In addition to reading ability, parent-child reading also has a positive role in shaping children's reading attitudes [7-8]. In the process of parent-child reading, children can

feel the importance and love of their parents for reading, and thus subconsciously develop a strong interest in reading, through the interesting and wonderful stories in the book to attract the attention of children, so that they can feel the joy of reading. At the same time, in this process, parents and children jointly invest time and energy, and explore the world of the book together, which would establish a deep emotional bond between parents and children.

Therefore, it should pay attention to the early childhood parent-child reading in the context of early childhood and primary school convergence, and give children more reading opportunities, which is very beneficial to family relationships and children's growth, and can better cultivate children's independent reading habits [9-10]. In this process, choosing books that are suitable for children is the key to parent-child reading as well as the development of independent reading among elementary school students. Common types of parent-child reading books include: classic fairy tales with rich imagination and moral, suitable for parents and children to read together, parent-child exchanges and discussions; children's growth as the main growth story, suitable for guiding the child's thinking and imagination in the process of parent-child reading; parent-child interaction with interactive links based on parent-child illustrated books, to promote interaction and communication between parents and children; fairy tales, poems and stories based on children's literature, can help children feel the charm of literature; life, science and nature based on science and technology, to help children experience the charm of literature. And stories, which can help children feel the charm of literature; popular science books focusing on life, science and nature, which are suitable for cultivating children's exploration of knowledge [11-12].

### 3.2 Survey

Questionnaire survey method is a structured method of collecting data, which is widely used in educational research, the method refers to the method of drawing conclusions about the study by distributing standardized questionnaires to the respondents and statistically analyzing the information of the recovered questionnaires [13-14]. In order to further explore the influence of early childhood parent-child reading on primary school students' independent reading in the context of early childhood and primary school convergence, this paper uses a questionnaire to obtain the relevant information, and its questionnaire structure is shown in Table 1.

Table 1: The structure of the questionnaire

<b>Content of the survey</b>	<b>Specific projects</b>
Survey respondents	Gender, age
Parent-child reading	Yer,No
Development of independent reading	Number of times, time
Family factors	Parents habits, accompanied by parents
Self factor	Interest, reading style, reading time
School factor	Learning atmosphere

According to the results of the survey, the vast majority of the children who had a parent-child reading program at the time of the early childhood transition had the habit of reading on their own during the elementary school years, while those who did not have a parent-child reading program. Only a few of them have self-developed the habit of independent reading in the elementary school period with a very low probability.

### 3.3 Apriori Algorithm

In order to better cultivate children's habit of independent reading, this paper would use Apriori algorithm to analyze and research on parent-child reading and independent reading [15-16], so as to

mine the relationship between parent-child reading and independent reading in a large number of data sets, the principle is shown in Figure 1.

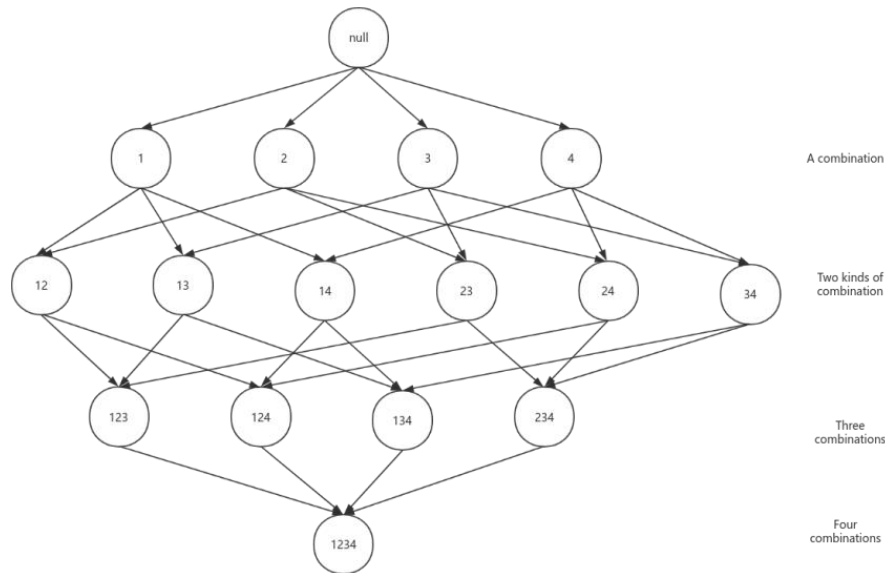


Figure 1: Algorithm schematic diagram

The general steps of the analysis are as follows: ① Collect relevant data information about parent-child reading in the early childhood period and independent reading in the elementary school period, including reading frequency, reading time, and reading interest and time. ② Perform steps such as cleaning, missing value processing and outlier processing on the collected data information to ensure the completeness and accuracy of the data information. ③ Mining the processed data information using Apriori algorithm to find the association rules between parent-child reading and independent reading [17-18]. ④ Analyze and evaluate the association rules mined using the Apriori algorithm, mainly analyzing the support, confidence and enhancement indexes, and clarifying which rules have significant enhancement significance. ⑤ Based on the mined association rules and the evaluation results, different influence strategies can be formulated for families in different situations [19-20], such as providing more programs about parent-child reading for families with insufficient time for parent-child reading, and adopting strategic activities such as reading interest cultivation for families with low interest in reading.

## 4. Results and Discussion

### 4.1 Experimental Design

This paper designs a validation experiment on the influence of early childhood parent-child reading on elementary school students' independent reading in the context of juvenile cohesion. The experimental group would select 100 children in the context of juvenile cohesion and divide them equally into a control group and an experimental group according to their parents' wishes. The experimental group would receive normal schooling along with parent-child reading activities at least twice a week, while the control group would receive normal schooling with no additional parent-child reading activities. It is also ensured as much as possible that there is no significant difference in the experimental sample in terms of external factors such as gender, age, family

background, and course of study, which is in line with the rules of sample selection.

## 4.2 Number of Reading Sessions

In the experiment on the impact of early childhood parent-child reading on elementary school students' independent reading in the context of juvenile cohesion, in which reading habit can be an important indicator to assess its impact. It represents the frequency of young children's adherence to reading at the end of the experiment, and the results of its number statistics are shown in Figure 2.

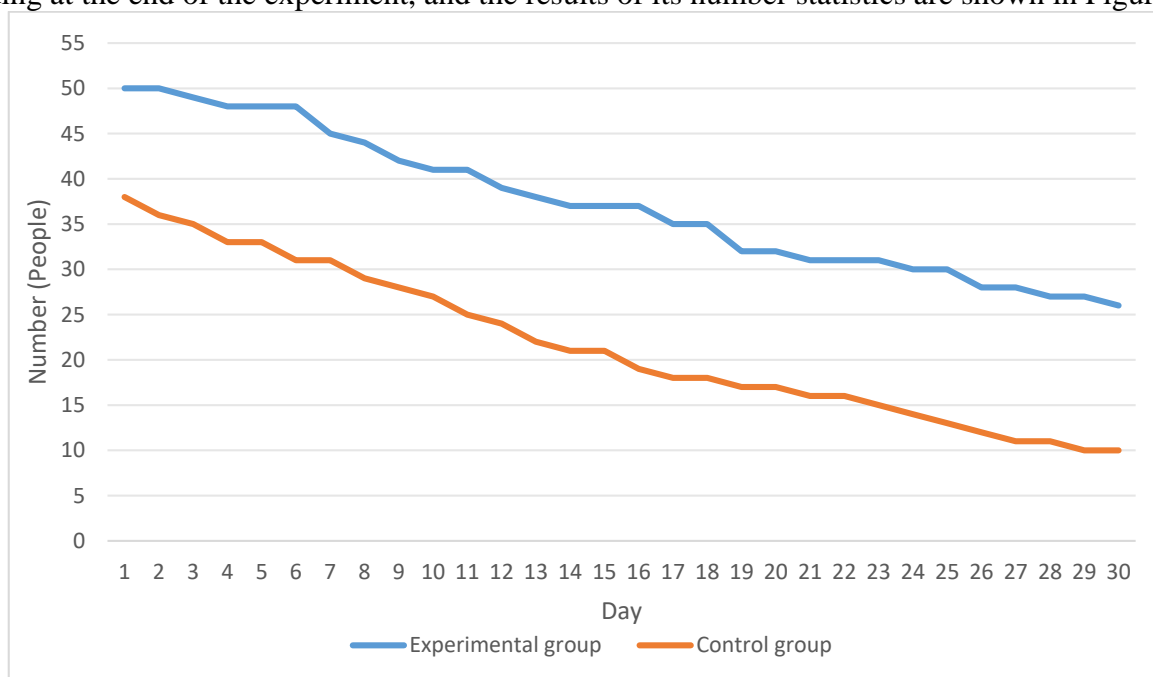


Figure 2: Graph of change in the number of readers

In Figure 2, data information on the change of the number of readers over time in 30 days is counted. From the data in the figure, it can be seen that the experimenters selected in the experimental group, after the influence of school education and parent-child reading activities, all read independently at the end of the experiment, although it would be reduced with the change of time. Still 52% of the experimentalists developed the habit of independent reading. In contrast, only 76% of the control group had the habit of reading after the end of the experiment, but only 20% of them really developed the habit of independent reading. It can be seen that parent-child reading activities in the context of juvenile cohesion can promote the development of independent reading habits among elementary school students.

## 4.3 Reading Time

In the validation experiment of the influence of early childhood parent-child reading on primary school students' independent reading in the context of juvenile cohesion, the length of parent-child reading would also affect the development of independent reading habits. The statistical results of the duration of parent-child reading activities in the experimental group are shown in Figure 3.

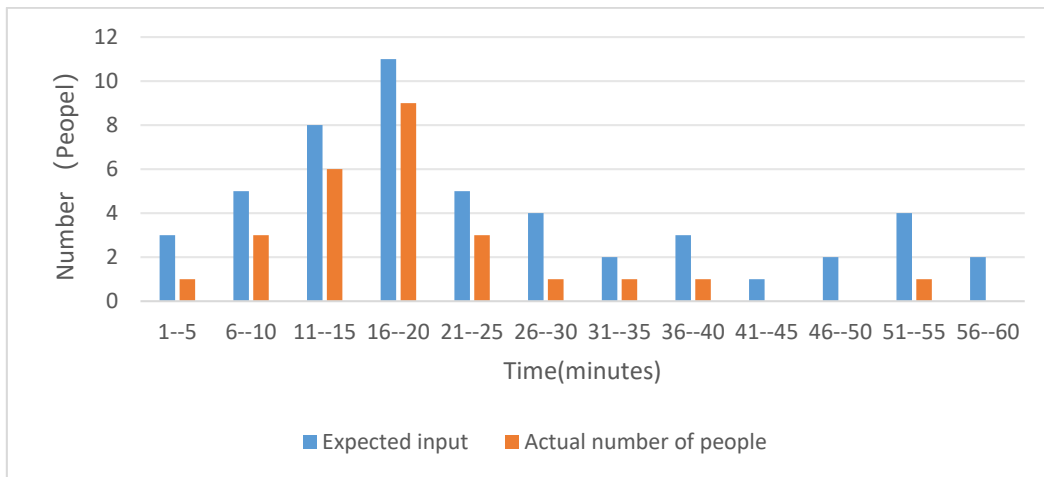


Figure 3: Influence chart of reading time

In Figure 3, the average duration of each parent-child reading activity in the experimental group was counted, from which it can be seen that children with a duration of 6-20 minutes for each parent-child reading activity have a higher likelihood of developing independent reading among elementary school students. This is due to the fact that the appropriate amount of time for children to read may ensure that children are motivated to read, while a long or short period of time would lead to boredom or the inability to feel the joy of reading. This is not conducive to the development of independent reading habits in primary school students.

## 5. Conclusions

This paper conducted a strategic research on the influence of early childhood parent-child reading on elementary school students' independent reading in the context of juvenile cohesion, after in-depth discussion and analysis, and through the results of the experimental data, it shows that it is easier for children who have parent-child reading activities at the time of juvenile cohesion to develop independent reading habits. In addition, appropriate scheduling of parent-child reading time also has an impact on the development of independent reading habits. The findings of this study provide theoretical support for the development of parent-child reading activities in family education and school education, thus stimulating children's love and interest in reading. Therefore, in the development of young children, parents and schools should fully grasp the influence of parent-child reading on independent reading, so as to help children improve themselves and lay a good foundation for their future growth.

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Project type: "14th Five-Year Plan" research project of Inner Mongolia Autonomous Region for preschool education

Project name: Research on the current situation and strategies of parent-child reading picture books for children aged 5-6

Subject number: XQKT20230037



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