

Research on Early Childhood Health Education Strategies Based on Home-Home Cooperation

Jinghan Xu, Di Liu, Xiang Zhu*

Hengxing University, 588 Jiushui East Road, Qingdao City, Shandong Province, China

**Corresponding author: 3512204516@qq.com*

Keywords: Home-home cooperation; Early childhood health; Educational strategies

Abstract: Early childhood constitutes a pivotal stage for the development of personality, emotions, and cognition, wherein robust health education stands as paramount for the young ones. Abundant research attests to the significance of home-school collaboration in enhancing the efficacy of health education among toddlers. Within an environment of collaborative engagement between parents and preschools, toddlers acquire a more comprehensive understanding of health matters, fostering their wholesome growth. At the heart of this collaboration lies the establishment of an effective communication platform between home and preschool, active involvement of families in health education activities, and the formulation of familial health education plans. Grounded in the theoretical framework of home-school collaboration, this study delves into the implementation of effective strategies in health education for toddlers, thereby advancing their holistic health development.

1. Introduction

Early childhood health education is a complex and crucial task that involves nurturing multiple aspects of physiology, psychology, and society. The early childhood period is not only a stage of rapid physical growth for the individual but also a critical period for the formation of security, self-awareness, and social interaction skills. Traditional health education, often led by kindergartens, faces an issue in which the role of the family, as the fundamental environment of a child's life, is frequently overlooked. Recognizing the significant role of the family in a child's development, collaboration between home and school becomes a key factor in enhancing the effectiveness of early childhood health education. Home-school collaboration goes beyond mere parental involvement in children's activities; it emphasizes an interactive, mutually supportive, and co-educational model that enables children to receive consistent and coherent education in both the family and kindergarten environments. This study aims to analyze the theoretical foundation of home-school collaboration, propose specific implementation strategies, and offer feasible reference solutions for parents and educators. Health education encountered by children in their daily lives is often fragmented and scattered. Nevertheless, if families and kindergartens can establish a shared understanding of health education and collaborate in education, children can receive consistent and systematic health education in the two most crucial life environments. This not only helps children develop good lifestyle habits but also assists them in forming accurate health perspectives.

2. Importance of Early Childhood Health Education

The importance of early childhood health education cannot be overlooked, as it is not only a shared responsibility of families and preschools but also the cornerstone of the prosperity and development of society as a whole. The early years of a child are a crucial stage for physical growth and development, as well as the formation of healthy habits and attitudes towards life. The health education during this period has a profound impact on future life, influencing not only the child's physical health but also their mental well-being, social adaptability, and the quality of their future life. In early childhood health education, the significance of collaboration between home and school is particularly highlighted. The family serves as the child's primary classroom, with parents being their first teachers whose behavior and habits directly influence the child's health concepts and behavioral patterns. Preschool education provides a platform for professional systematic education, with teachers playing crucial roles in health education, guiding and supervising the children's daily behaviors. Thus, only through close cooperation between families and preschools can health education be made more systematic and scientific. Healthy eating is an essential part of early childhood health education. Some parents, due to a lack of nutritional knowledge or influenced by traditional beliefs, may provide their children with an irrational dietary structure, which can lead to issues such as childhood obesity or malnutrition. In preschools, nutritionists can design balanced menus based on the growth and development needs of children, ensuring they receive proper nutrition [1]. Through close collaboration between families and preschools, children can maintain healthy eating habits in different environments. Mental health education is also a crucial aspect that cannot be ignored. In today's competitive society, children face pressure from academic and daily life, and without timely psychological guidance and proper direction, a series of psychological issues may arise. While families and preschools focus on the physical health of children, they should also prioritize mental health education, enabling children to grow up in a safe and nurturing environment, fostering good mental qualities and social adaptability. Implementing health education through collaboration between home and school can provide a comprehensive understanding of children's needs and issues, enabling the targeted development of educational strategies. This collaboration can strengthen the continuity and consistency of health education, ensuring that children receive scientific and standardized health education in different living environments. As the saying goes, it takes ten years to grow trees and one hundred years to cultivate people. Early childhood health education is crucial for the growth of the next generation and even impacts the overall health level of society, thus deserving utmost attention. Collaboration between home and school is a vital approach to achieving this goal.

3. Theoretical Basis of Home-School Cooperation

3.1 Concept and connotation of home and school cooperation

The concept of home-school cooperation is a crucial one in early childhood health education, revolving around the mutual support and coordination between the family and the kindergarten, the two main educational settings. Home-school cooperation goes beyond mere information exchange, encompassing the joint establishment of health education objectives, the sharing of educational experiences and resources, and the consistent implementation of educational methods. The effectiveness of this collaborative model lies in its ability to promote the holistic development of children, ensuring their comprehensive care in areas such as health, safety, and psychology. Theoretically, home-school cooperation can be traced back to the ecological systems theory, emphasizing that a child's development is not solitary but influenced by multiple environmental factors, including the family, school, and community. Home-school cooperation is the practical

application of this theory, creating a stable and enriching growth environment for children through multi-party collaboration. From a practical perspective, the specific forms of home-school cooperation are diverse, including regular parent meetings, home visits, parent-child activities, and parent volunteer programs. These activities not only enhance parents' understanding of kindergarten education but also enable them to better support their children's health education at home. However, simply comprehending and implementing these forms are insufficient. It is essential to deeply appreciate that the essence of home-school cooperation extends far beyond surface-level "cooperation." Genuine home-school cooperation is a co-building and co-educating relationship, characterized by mutual respect, trust, and shared responsibility for children's health education. This cooperative relationship not only promotes the diverse growth of children but also instills a sense of accomplishment and belonging in parents and teachers. The close interaction between families and kindergartens enables children to experience consistent care and educational philosophies in different environments, aiding them in establishing healthy lifestyle habits and positive characters [2].

3.2 The Significance of Home-Garden Cooperation in Early Childhood Health Education

The significance of home-school cooperation in early childhood health education cannot be ignored. This collaborative relationship, akin to a sturdy bridge, connects educational institutions and families, laying a solid foundation for the comprehensive health development of young children. The theoretical foundation of home-school cooperation lies in constructing an interactive and collaborative educational ecosystem, where schools and families work together to assist children in achieving healthy development in physical, psychological, and social aspects. In the realm of early childhood health education, the significance of home-school cooperation is initially manifested in the seamless exchange of information. Through this collaboration, kindergartens can promptly gain insights into children's lifestyle habits, dietary structure, and psychological states at home, enabling targeted health education and intervention. Similarly, parents can understand their children's health conditions and behavioral performance at school through communication with teachers, creating a bi-directional flow of information that makes education more purposeful. Additionally, home-school cooperation can optimize the utilization of health education resources. Through jointly planning health activities and conducting health seminars, families and schools enrich the content and diversify the forms of children's health education, thereby enhancing the educational outcomes. It is worth noting that home-school cooperation significantly enhances the practicality and coherence of early childhood health education. Families serve as children's primary classrooms, and fostering good health habits requires continuous practice and reinforcement in daily life. If early childhood health education in kindergarten receives active collaboration and continuation from parents at home, children can perpetually apply their learning in practical life and internalize it as their behavioral habits. In conclusion, home-school cooperation not only strengthens the comprehensiveness and systematic nature of education but also creates a healthy and harmonious growth environment for children through the close bond and interaction between families and schools. This collaborative model undoubtedly serves as a crucial guarantee for the smooth implementation and favorable outcomes of early childhood health education.

4. Early Childhood Health Education Strategies Based on Home-Home Cooperation

4.1 Building a Communication Platform between Home and Family

In contemporary society, the promotion of early childhood health education bears significance not only within the confines of educational institutions but also necessitates profound engagement

from families. Facilitating effective home-school collaboration underscores its paramount importance. The establishment of a platform for familial communication transcends mere information exchange; it fosters a cohesive and harmonious educational milieu for young learners, thereby exponentially amplifying the efficacy of health education endeavors. This platform dismantles barriers to information flow, fostering symmetrical exchange conducive to parental insight into a child's health status and scholastic activities, enabling targeted guidance and support within the familial setting. For instance, educators can promptly relay dietary, physical, and psychological updates via the platform, while parents reciprocally offer insights into their child's health habits and concerns at home. Through such interaction, parents and educators forge a closed-loop communication system, jointly assuming responsibility for the holistic well-being of the child. Furthermore, this platform facilitates the alignment of educational methodologies, ensuring consensus between parents and schools regarding health education objectives and methodologies. For instance, if the school advocates outdoor activities, parents can echo this encouragement at home, thus implementing consistent educational strategies across diverse environments [3]. This coherence not only augments educational efficacy but also ensures that children receive consistent support and encouragement across different settings, facilitating healthier and happier development. Moreover, the familial communication platform serves as an arena for parental education. Recognizing that many parents may lack a comprehensive understanding of early childhood health education, educators can share professional insights and experiences via the platform, aiding parents in enhancing relevant skills. Similarly, parents can exchange experiences, collectively addressing challenges encountered during the health education process. Additionally, this platform enables educators and parents to collaboratively engage in the child's developmental journey. Educators can provide specific guidance based on observations and records of the child's performance, while parents can offer feedback on the child's conduct at home, thus forming a holistic chain of childhood health education. Such collaboration not only fosters mutual understanding and trust between parents and educators but also affords children increased care and support. The construction of a familial communication platform transcends mere technological implementation; it embodies a convergence of ideologies. It necessitates both schools and families recognizing the imperative of communication and investing time and effort into maintaining and utilizing this platform. Through this approach, both parties can jointly construct an effective framework for health education, safeguarding the child's healthy development. While familial communication platforms may encounter technical challenges such as privacy protection and communication efficiency, diligent optimization efforts from both sides can surmount these hurdles. Such platforms epitomize not only the exchange of information but also the intertwining of emotions and educational philosophies, underscoring their indisputable importance. Establishing a successful familial communication platform holds profound implications for early childhood health education, embodying the shared aspirations and responsibilities of every educator and parent.

4.2 Participation in Health Education Activities at Home and at Home

The significance of collaborative engagement between home and educational institutions in health education endeavors cannot be overstated, as it directly impacts the holistic development of young children's physical and mental well-being. The partnership between kindergarten and families transcends mere educational means, embodying a collaborative relationship built upon trust and shared objectives. By fostering collaborative participation in health education activities, a more comprehensive promotion of children's physical and mental development ensues, enabling them to acquire richer knowledge and behavioral habits conducive to their growth journey. A notable advantage of such collaborative engagement lies in the continuity and consistency of education.

Kindergarten educators, equipped with abundant pedagogical knowledge and practical experience, can design scientifically sound and engaging health education activities. Conversely, parents, being the foremost experts on their children, wield the greatest influence as educators in their daily lives. When kindergarten and families unite in educational synergy, the transmission of health knowledge becomes more effective, detrimental habits are corrected, and children are guided towards embracing lifelong beneficial health perspectives. Collaborative activities, such as jointly organizing health knowledge seminars and parent-child health events, not only enhance interaction and communication between homes and educational institutions but also facilitate the transmission of health knowledge in a relaxed and enjoyable atmosphere [4]. Through this approach, parents can acquire professional health education knowledge, enhance their own health literacy, and thus scientifically guide their children in daily life. Under the joint guidance of parents and teachers, children can more easily comprehend and embrace health knowledge, cultivating positive lifestyle habits. Furthermore, collaborative participation in health education activities between home and educational institutions aids in enhancing children's social adaptability. These activities not only provide opportunities for knowledge dissemination but also serve as platforms for children to develop interpersonal skills and a spirit of teamwork. Children learn how to collaborate, share, and communicate with others, laying a solid foundation for their future social lives. It is important to note that home-school cooperation is not merely about sharing educational resources but requires the establishment of a community based on mutual respect and understanding. Parents and teachers should maintain active communication, understanding each other's educational philosophies and approaches through regular parent meetings, home visits, emails, and other means, while striving together towards common health education goals. In summary, based on collaborative home-school strategies for early childhood health education, active participation in health education activities can complement and optimize educational resources, enhancing children's health literacy and facilitating their comprehensive development. This collaboration represents not only an innovation in educational methods but also a responsibility and commitment to the future healthy growth of young children.

4.3 Formulating Family Health Education Programs

The development of a family health education plan is a crucial step, not only contributing to the comprehensive physical and mental growth of children but also establishing a solid foundation for home-school cooperation. As the primary environment in which children live, the health education provided by families has a profound impact on the future growth of children. The formulation of a health education plan should take into full consideration the actual circumstances of the family and the individual differences of children. Firstly, tailored health education programs should be designed for each family, taking into account differences in family backgrounds, cultural habits, and lifestyles. For instance, for urban families with hectic lives, health education can be integrated into daily routines by promoting healthy diet and regular check-ups to enhance children's health levels. Families with more time and resources, on the other hand, can engage in parent-child activities and attend health knowledge lectures to boost interaction between children and family members while raising awareness on health. In crafting a family health education plan, parental involvement is particularly crucial. Various channels should be utilized to enhance parents' awareness and capacity in health education. For example, organizing parental attendance at health knowledge lectures, providing health consultation services, distributing parenting handbooks are measures to ensure active parental roles in health education. Parents are not only educators of health knowledge but also role models for healthy behaviors in children. Only through leading by example can parents subtly influence children's health perspectives and behavioral habits. Furthermore, close

cooperation between kindergarten and families is paramount in shaping effective health education plans. Kindergartens should regularly communicate with parents, understand their needs and feedback on health education, and make timely adjustments and improvements to the plans. For example, kindergartens can use methods such as parent meetings, home-school communication notebooks, and health education WeChat groups to promptly share the latest health knowledge and educational updates with parents. Families, in turn, should actively provide feedback, offer opinions and suggestions, mutually fostering the implementation and enhancement of health education. Ultimately, the core of developing a family health education plan lies in promoting the all-rounded development of children. A scientifically effective health education plan can assist children in forming healthy lifestyle habits, strengthening self-care capabilities, establishing good interpersonal relationships, and nurturing psychological qualities. Additionally, health education should not only focus on physical health but also encompass mental health, social adaptability, among other aspects. Through collaborative efforts of families and kindergartens, the comprehensive progress of children in health education can be achieved, laying a solid foundation for their future development. In conclusion, establishing a family health education plan is a crucial component within the health education strategy based on home-school cooperation for children. Only through joint efforts of families and kindergartens can the true objectives of children's health education be realized, thus safeguarding a bright future for the children [5].

4.4 Collaborative education between families and kindergartens

In contemporary early childhood education, the significance of synergistic education between the family and the kindergarten is increasingly prominent. This collaborative approach not only enhances the effectiveness of knowledge transmission but also exerts profound influences on children in various aspects such as psychological, behavioral, and health domains. Serving as the primary environments in a child's life, both the family and the kindergarten provide a solid foundation for the comprehensive and holistic development of children through their interactive collaboration. The family serves as the child's initial educational milieu, with parents assuming the role of their first educators. Therefore, the irreplaceability of family education cannot be overstated. The words and deeds, lifestyle habits, and attitudes of parents subtly shape the growth of their children. Concerning the health education of young children, families should not only emphasize good dietary habits, hygiene practices, and regular routines but also prioritize psychological well-being, fostering in children a positive and optimistic outlook along with healthy emotional management skills. However, due to the limited educational expertise of parents, they may sometimes find themselves inadequate in this regard. At such times, collaborative education with the kindergarten becomes particularly crucial. As a specialized educational institution, the kindergarten possesses systematic educational programs and a professional teaching staff capable of providing children with scientific and comprehensive health education. Within the educational framework of the kindergarten, children not only acquire knowledge and skills but also cultivate healthy social relationships and develop a spirit of cooperation and teamwork through collective living. Kindergartens hold professional advantages in imparting health knowledge, cultivating life skills, and enhancing physical development. If this advantage can be meticulously combined with the daily educational practices of families, forming an educational synergy, it will greatly enhance the effectiveness of early childhood health education. The synergy between the two necessitates a foundation of communication and understanding. Kindergartens should regularly communicate with parents, understand children's performances at home, and provide parents with feedback on their children's situations in the kindergarten. Families, on the other hand, should actively participate in various activities organized by the kindergarten, such as parent-teacher meetings, lectures, and parent-child activities, seizing these opportunities to learn and master scientific educational methods, thereby ensuring the consistency and continuity of home and school education. Collaborative

education is not merely about the transmission of information but also the convergence of ideologies. Parents and kindergartens should jointly formulate consistent educational philosophies and objectives, providing children with a harmonious and stable environment for growth. For instance, regarding the management of children's negative emotions, families and kindergartens can devise strategies together to prevent children from experiencing starkly different approaches in different environments, thereby avoiding unnecessary psychological confusion and emotional fluctuations. In the rapidly evolving societal landscape, the strategy of collaborative education between the home and the kindergarten constructs a more comprehensive and multi-dimensional support network for the healthy growth of children. Through close cooperation, families and kindergartens can collectively promote the physical health, psychological well-being, and social adaptability of children, laying a solid foundation for their future learning and lives. Such a virtuous cycle not only contributes to the growth of children but also fosters a harmonious and flourishing educational ecosystem, benefiting the entire society.

5. Conclusion

The triumph of early childhood health education significantly correlates with the physical well-being and psychological development of children. Collaborative efforts between home and school play pivotal roles in this process, yet achieving such collaboration is no facile task. This study systematically examines the theoretical underpinnings of home-school cooperation, proposing various practical strategies, including establishing communication platforms, fostering joint participation in health education activities, devising family health education plans, and fostering collaborative teaching. These strategies aim to dismantle the autonomy between households and preschools, fostering mutual complementarity and synergy. However, the implementation of these strategies demands time, patience, and concerted efforts from both parents and educators. Building communication platforms is not an overnight endeavor, and family health education plans require tailored adjustments and optimizations according to each family's specific circumstances. Successful home-school collaboration not only enhances children's health literacy but also lays a solid foundation for their future healthy lifestyles. Future research could delve deeper into refined implementation strategies for home-school cooperation, as well as their adaptability across diverse social and cultural contexts, in a bid to comprehensively enhance the effectiveness of early childhood health education. With the promotion of home-school cooperation, children can grow healthier and more confident, poised to become stalwarts of society in the future.

References

- [1] Karihtala T, Puttonen S, Valtonen M A, et al. Role of physical activity in the relationship between recovery from work and insomnia among early childhood education and care professionals: a cross-sectional study.[J].*BMJ open*, 2024, 14(3):e079746.
- [2] Clayback A K ,Crouch L J ,Alamos P .A pilot study of a micro-course to promote positive teaching practices and prevent exclusionary discipline in early childhood[J].*Early Childhood Research Quarterly*, 2024, 67182-67190.
- [3] Gao X ,Yu C ,Li H , et al. The current situation and intervention measures of mental health literacy of vocational college early childhood education students from the perspective of preschool integrated education—A disease perception perspective based on attention deficit hyperactivity disorder in children[J].*Applied Educational Psychology*, 2023,4(11):22.
- [4] Ying Z, Annelene W, Gabriele D. Association between the starting age of non-parental Early Childhood Education and Care (ECEC), and psycho-social problems in adolescence in West and East Germany - a natural experiment using data from the German Health Interview and Examination Survey for Children and Adolescents (KiGGS).[J].*BMC psychology*, 2023, 11(1):401-403.
- [5] J E W ,A C B ,L N P , et al. Organizational readiness and implementation fidelity of an early childhood education and care-specific physical activity policy intervention: findings from the Play Active trial.[J].*Journal of public health (Oxford, England)*,2023:13-15.