

Practical Conundrums and Strategies for Kindergarten Life Education from the Perspective of “Internet Plus”

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Abstract: As a cornerstone of personality cultivation, life education in early childhood faces new challenges in the process of digital-intelligent transformation, especially when it comes to its integration with the “Internet Plus” model. This study finds that kindergarten life education is confronted with several practical challenges, including insufficient institutional attention, fragmented curriculum implementation, limited professional understanding among teachers, and inadequate parental support. Constraints imposed by traditional cultural conceptions, inadequate social support, discontinuities in teachers’ professional development, and cognitive biases in family education are key underlying causes. In response, this paper suggests a four-part implementation strategy that includes establishing intelligent supervision, promoting multi-subject collaboration, boosting teachers’ professional competence, and innovating practical activities. On this basis, the study makes the case that the promotion of life education should fully utilize virtual platforms, big data, and other digital-intelligent technologies to explore innovative integration models, create immersive learning scenarios, implement personalized instruction, and establish a collaborative platform involving kindergartens, families, communities, and media. A new paradigm for life education in kindergartens might result from such initiatives.

1. Introduction

Fueled by the explosive growth of internet technology, artificial intelligence and other emerging innovations, society is accelerating its transition toward an intelligent era characterized by the interconnection of all things. China’s informatization construction is undergoing profound transformation and rapid development, with increasing emphasis on the creation of digital applications. Correspondingly, the field of education is gradually moving from “Internet Plus Education” toward digital-intelligent education. In light of this, the emergence of “Internet Plus Life Education” is timely and carries high developmental expectations. Kindergarten life education concerns young children’s cognitive abilities, respect, and enjoyment of life. Additionally, it plays a crucial part in molding children into morally upright adults. Currently, research on kindergarten life education mainly focuses on value objectives, teaching styles, and implementation approaches. Regarding value objectives, existing studies have discussed the expected outcomes and significance of kindergarten life education and attempted to clarify its core orientation. In order to identify appropriate educational approaches, scholars have investigated many different models, including

those adopted from other contexts ^[1]. In order to encourage the practical application of life education, initiatives like content integration have received attention in terms of implementation paths. However, kindergarten life education is also dealing with new opportunities and challenges as times change and against the larger backdrop of digitalization, Thus, it is now vital to figure out how to implement the “Internet Plus” approach for kindergarten life education.

2. Issues in Kindergarten Life Education from the Perspective of “Internet Plus”

In the wave of digital transformation, the kindergarten life education system is hampered by both the inertia of traditional education and new challenges brought about by digital transformation.

2.1 Insufficient Attention to Life Education in Kindergartens

Life education for young children entails fostering and advancing children’s social and spiritual lives in addition to preserving, nourishing and building their natural lives. It further involves education that helps children to recognize and properly manage relationships with other living things, including other people, animals, plants, and the environment. More significantly, its core thread lies in cultivating positive emotions toward life itself ^[2]. Enabling children to appreciate the beauty of life, develop awareness of their own lives, acquire a basic consciousness of understanding self-life, awaken the initial cognition of life, and learn how to deal with death appropriately are all considered aspects of life education ^[3]. However, current kindergarten education tends to emphasize the transmission of traditional disciplinary knowledge while overshadowing the vital role that life education plays in children’s holistic development. Some kindergartens concentrate on traditional fields such as language, mathematics, and art due to parental expectations and the kindergarten’s pursuit of visible teaching outcomes. This marginalizes life education within the larger educational plan and affects the overall curriculum structure. As a result, children may lack appropriate cognition and respect for life during their maturation, which may further impact their emotional development, social interaction, and other aspects of development.

2.2 Inadequate Systematization in Life Education Implementation

There is still a “dual” dilemma with Kindergarten life education in China. At the theoretical level, there is a lack of specialized and systematic theory; and there is still a dearth of research specifically geared to the kindergarten stage at the practical level. The majority of the current theories of life education are mostly derived from accomplishment in other educational levels or from experiences abroad. They are less often integrated with local practical experience and tend to retain obvious remnants of foreign theoretical frameworks, making it difficult for them to fully satisfy the particular requirements and cultural context of kindergarten education in China.

Teachers typically experience confusion and a lack of clear professional guidance when adopting life education. They struggle to determine scientific and rational educational objectives, methods, and content. As this case illustrates, teachers’ professional knowledge reserves and their practical application are not well connected. Consequently, teachers often have to rely their decisions on the subjective judgments they have accumulated over a lengthy period of teaching. Additionally, they lack a rigorous and efficient methodological structure and frequently rely on previous personal experience when employing educational methods.

2.3 Limited Understanding of Life Education by teachers

Life education is crucial to children’s healthy growth and all-round development ^[4] as it aimed at

cultivating children's respect for, understanding of, appreciation of, and positive response to life challenges. However, the planning and execution of life education programs frequently encounter the challenge of marginalization, which makes it challenging for them to obtain adequate attention and resource allocation. Life education is often viewed as an “additional item” in kindergartens rather than as a component of the core curriculum. Teachers are required to undertake the dual tasks of implementing predetermined lesson plans and carrying out life education activities in a condensed teaching schedule. Under these circumstances, the educational process frequently seems rushed, leaving insufficient time for in-depth debate and creative thinking. This may restrict both the breadth and depth of effective instruction.

2.4 Poor Parental Assistance with Life Education

In the context of home-kindergarten co-education, parents serving as children's first educators play an irreplaceable role in helping them acquire life skills, knowledge, personality formation, and values through both verbal instruction and personal example. However, studies in the field of life education have identified issues with the way families are now taught ^[5]. Conventional cultural beliefs often lead some parents to think that young children are too young to be exposed to life and death-related subjects at an early age, and some even consider them to be taboo. This behavior is not unique to any one family; it also reflects a common confusion shared by many families when it comes to life education. Many parents simply equate life education with safety education or the transmission of daily behavioral norms, while neglecting the need to guide children to consider the essence, value, and meaning of life, as well as to recognize the diversity and interconnection of life.

3. Examining the Reasons Behind Issues in Kindergarten Life Education from the Perspective of “Internet Plus”

Intelligence and digitalization have been firmly ingrained in education in modern culture, presenting both new opportunities and difficulties for the advancement of education. The “Internet Plus” trend also has an impact on kindergarten life education, which is a crucial part of early childhood education.

3.1 Social Environment Constraints on Kindergarten Life Education Development

The social setting has a profound impact on the promotion of kindergarten life education. The orientation of educational policies and the uneven allocation of resources make it difficult for high-quality life education resources to reach all kindergartens. Inequities in children's access to life education are also caused by differences in family financial circumstances. In addition, the intricate and dynamic landscape of social media and information dissemination offers a wealth of resources and venues for life education, but it may also obstruct it due to the spreading of false information. Furthermore, the safety and efficacy of practical life education activities is closely correlated with the level of progress in the social security and support system. While some kindergartens claim to support life education, they don't actually provide any specialized courses in practice. Some educators believe that life education should be integrated with the cultivation of children's philosophical thinking. By guiding children to reflect on the value of life and its link to nature and society, teachers can assist them in forming an initial worldview and outlook on life. This gap between theory and practice in kindergarten life education is reflected in this viewpoint.

3.2 Inconsistent Professional Recognition on Kindergarten Life Education

Currently, kindergarten teachers' professional recognition of life education diverges noticeably. This disparity directly affects the effective implementation of life education initiatives. The fundamental cause of this issue lies in the dual insufficiency of pre-service training and in-service support. On the one hand, the absence of life education content in pre-service training prevents teachers from developing an thorough understanding of the core ideas, objectives, and techniques of life education. As a result, teachers often experience confusion and struggle to carry out associated activities in a scientific and systematic way when they enter the field. Furthermore, teachers' emotional connection with life education is still poor since pre-service training lacks emotional education and experiential learning related to life education. They lack intrinsic enthusiasm and affiliation with life education, which has a direct impact on their initiative and the efficiency of their work-related tasks. On the other hand, the challenges teachers encounter once they start working exacerbate the issue. Teachers find it tough to deepen their understanding of life education or consistently improve their professional competence through practice due to the lack of ongoing opportunities for professional development, such as thematic training, seminars, and practical platforms.

3.3 Limited Family Support for Life Education

Cooperation between home and kindergarten is essential to the successful execution of life education. The family, as the first classroom for children's growth, offers inherent benefits for life education through its special emotional bonds and daily interactions. Parents can help children unconsciously understand the meaning and value of life by incorporating compassion, accountability and empathy into everyday life through their words and deeds. However, investigations have found that the collaborative education mechanism among kindergartens, families, and communities remains poorly connected, thereby reducing the efficacy of life education. Parents and the kindergarten have somewhat different perspectives on life education. For parents, they tend to believe that life education should focus on personality development and emotional experience. For kindergartens, they prioritize knowledge transmission and collective activities. As a result, such divergence may lead to confusion in children's values and behavioral norms.

4. Decisions for Kindergarten Life Education from the Perspective of “Internet Plus”

Exploring the fundamental concepts and goals of kindergarten life education, elucidating its role in directing educational practice, ensuring network security as a prerequisite, and enhancing the caliber and efficacy of life education are all important in the context of the emerging “Internet Plus” era. In light of this, it is equally crucial to emphasize the significance of life education and the way in which it can be realized^[6].

4.1 Strengthening Oversight of the “Internet Plus” Life Education Setting

The implementation of kindergarten life education necessitates thorough optimization of the online educational environment due to issues like cybersecurity risks in the kindergarten life education environment, inadequate digital literacy among educational subjects, and the lack of collaborative mechanisms. It is also essential to strengthen teachers' and parents' awareness of cybersecurity and develop a systematic knowledge of life education. On the one hand, optimizing the online educational environment and enriching life education materials are key to raising the quality of life education in the “Internet Plus” era. Kindergartens should make effective use of

online platforms, incorporate high-quality life education resources, and create diversified learning opportunities. Concurrently, it is necessary to build a thorough social support network, strengthen oversight of the “Internet Plus” life education environment, attach importance to technological protection and resource investment, gain a deeper understanding of children’s online needs, establish and improve cybersecurity education mechanisms, guide children to use the Internet properly, and promote their healthy growth. On the other hand, a necessity for life education is raising teachers’ and parents’ awareness of cybersecurity education. To enhance teachers’ risk-prevention abilities and guarantee the safe performance of life education, kindergartens should host teacher training. In the meanwhile, kindergartens should foster an atmosphere of home-kindergarten co-education, improve communication with parents, and popularize cybersecurity knowledge through parent meetings and other forms.

4.2 Highlighting the Collaborative Role of Kindergarten Life Education

The effective delivery of kindergarten life education depends on collaboration among multiple subjects and the active participation of mass media ^[7] in response to practical challenges involving the deterioration of home-kindergarten-community collaboration and the insufficient use of media resources. Kindergartens should carry out diversified life education practices and establish a tripartite life education community involving families, kindergartens, and communities. Each subject has a distinct and beneficial role in life education and jointly promotes the overall growth of kindergarten life education. In particular, multidisciplinary collaboration is needed. Families and kindergartens can work closely through online home-kindergarten engagement platforms like transmitting life education principles and sharing animated short films for parent-child appreciation, thereby stimulating educational interaction within families. At the same time, collaboration between kindergartens and communities shouldn’t be disregarded. Children’s involvement in community-based life education activities can be arranged through resource-sharing platforms. Additionally, communities can offer practical locations for kindergartens like hospitals and fire stations. The effectiveness of education can be further improved by using online scheduling tools for visits and lectures. Further, mass media undertake an important mission in “Internet Plus” kindergarten life education. Based on children’s cognitive traits and interests, mass media should present life education materials from a variety of dimensions, encourage the popularization of life education ideals, and arouse extensive attention and concern regarding children’s life education from all societal sectors.

4.3 Cultivating Teachers’ Humanistic Care Literacy in Life Education

The enactment of kindergarten life education should place a strong emphasis on enhancing teachers’ humanistic care literacy in order to address issues like the deterioration of teachers’ humanistic care ability and the imbalance in the application of digital-intelligent technologies. This calls for cooperation between universities and kindergartens and includes both comprehensive nurturing in pre-service training and ongoing deepening in in-service education ^[8]. First, the emotional foundation for putting life education into practice is strengthening teachers’ capacity to care for life. Universities should integrate the philosophy of life education into elective courses for pre-service teachers. Prospective teachers can gain a profound grasp of the value and meaning of life, and learn to respect and understand each child as an individual life through the case analysis or role play. Kindergartens should regularly organize thematic training sessions on life education, invite experts to deliver lectures, share the latest ideas and real-world cases of life education, and stimulate new avenues for life care in their actual teaching. Second, boosting teachers’ knowledge through “Internet Plus” technology platforms is crucial to the application of life education. Together,

universities and kindergartens should build an “Internet Plus Life Education” resource database that integrates top-notch online resources and gives teachers an array of teaching materials. In an effort to accurately analyze children’s learning needs and design personalized life education courses, teachers should make effective use of technologies as big data and artificial intelligence. This not only corresponds to the multi-level requirements for cognitive, emotional, and skill development in Bloom’s taxonomy of educational objectives, but also displays respect for children’s individual characteristics.

4.4 Enriching Children’s Practical Experience in Life Education

Problems like superficial practical experience and fragmented home-kindergarten co-education contexts still persist in the practice of life education for young children,^[9]. Teachers can enrich the forms of life education activities by introducing the “Internet Plus” paradigm. Interactive electronic whiteboards, multimedia resources, and other digital tools can be incorporated in the “Internet Plus” setting to enhance the effectiveness of life education programs^[10]. VR and immersive experience technologies can be fully leveraged to create vivid and realistic virtual scenes for young children through virtual educational scenarios. Children can immediately perceive the wonder of life, ignite the innate curiosity, and foster the dual growth of emotion and cognition in immersive experiences. Kindergartens should actively enforce distinctive “Internet Plus” life education activities that closely combine online resources with offline practice in addition to innovative online teaching methods. Transforming online resources into tangible, hands-on operations and personal experiences should be a focus of offline practical activities. In this case, teachers can arrange for children to participate in planting activities where allow them to plant vegetables, flowers, and other plants by themselves and track their growth and changes. Children can have a deeper understanding of the process of life growth through such kinds of encounters.

5. Conclusion

The advancement of life education in kindergartens within the framework of “Internet Plus” constitutes not merely a matter of updating educational content, but also entails the simultaneous transformation of educational environments, educational subjects, and pedagogical modalities. In the context of “Internet Plus,” digital technologies furnish life education in early childhood settings with novel resource conditions and expanded practical possibilities. Accordingly, life education in kindergartens ought not to remain confined to sporadic activities or reduced to the domain of safety education alone. Instead, grounded in a principled respect for the developmental laws governing young children’s physical and psychological growth, it should organically incorporate life cognition, life-oriented affect, and lived life experiences into the fabric of children’s daily routines and curricular practice.

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