

A Study on the Predicament and Countermeasure of Improving the Cooperative Education Quality of Kindergarten and Family

Gao Jingjing

Xi'an Fanyi University, Xi'an, Shaanxi, 710105, China

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Abstract: At present, kindergarten education has been popularized throughout China, and almost all little children are able to receive formal preschool education. However, because of the different economic and educational situations in different places, education qualities in different places are quite different. In general, families are paying more and more attention to preschool education, and the same time, as the rapid development of the social circumstance, it is difficult to meet the needs of children's comprehensive and harmonious development only by kindergarten education; and as a result, many children's social ability is not well cultivated. Therefore, the cooperative education by kindergarten and family has become an important direction of educational development for children's comprehensive and harmonious development. Both kindergartens and families should actively analyze the problems existing in cooperative education, and actively explore some ways to improve the quality of cooperative education, and the methods of ensuring the healthy development of preschool education in China.

1. Introduction

In the *Guidance of the Ministry of Education on Strengthening Family Education*, it is clearly pointed out that all localities should actively give play to the important role of family education in the education of children and adolescents, should attach great importance to family education, should continuously improve the quality of family education, should create an excellent family circumstance for the development of children's physical and mental health and comprehensive ability, should promote the systematic integration of family, school, community, social and other aspects of education, should promote the overall development of modern education^[1]. However, in the actual preschool education, how to establish a good cooperative circumstance and achieve an efficient cooperative mechanism between kindergarten and family is a very important issue for many researchers in the field of education as well as kindergarten families. In order to improve the cooperative education quality of kindergarten and family, the author of this paper studies the related predicaments and the countermeasures of the cooperative education by kindergarten and family.

2. The significance of cooperative education by Kindergarten and Family to the development of preschool education

At present, the demand of the society for the comprehensive quality of talents is more and more strict, and the high-quality talents' abilities are not only reflected in the aspects of high intelligence and creativity, but also in the aspect of high social ability. The emphasis of family education is to cultivate the social ability of children, so that children can have more knowledge of society, can deeply understand the "educated and reasonable" in life, can enhance the social nature of young children, so as to better stimulate their creativities and innovations.

Before children are sent to kindergarten, parents are the persons who best know the children's interests, habits and abilities; parents are also their first teachers. However, in the past preschool education, kindergarten is the main part of early childhood education, parents are lack of active participation consciousness, they only passively cooperate with kindergarten in the children's education, and this kind of education is not helpful to the growth of young children. Therefore, the kindergarten and the family should form the educational joint force, and form the relationship of

interaction and complementation by means of some effective methods, so as to inspire the parents' family education consciousness and changing their traditional educational concepts, to improve the quality of family education, and to promote the comprehensive development of children's sociality, creativity and intelligence.

At present, most families have relatively wealthy economic conditions, which makes them could enjoy relatively good lifestyle. This lifestyle gradually deprives children of the pride and confidence to contribute to their families with their own abilities. At the same time, it gradually leads to self-centered individualism and loneliness of the children^[2]. Many parents have gradually realized the lack of independence of their children, so they pay more attention to preschool education and give higher expectations to kindergarten education. This is also an important factor that must be carried out in kindergarten and family education. Kindergarten and family can master the character and age characteristics of children more comprehensively by cooperative education, find out the main problems of children's social deficiency, and promote the children's self-consciousness, the spirit of sharing and cooperation, respecting the elder and loving the young, and the growing sense of social responsibility, so as to lay a good foundation for the harmonious development of children's comprehensive ability.

3. Analysis on the predicament of improving the cooperative education quality of kindergarten and Family

There are some deviations in the cognition of the conception of cooperative education of kindergarten and family, which leads to the parents being in a passive state, passively cooperating with kindergarten to carry out all kinds of educational work and activities; The kindergarten, on the other hand, is as a commander, and completes the education work in the way of directing and cooperating with the parents in the cooperative education of the family and the kindergarten, and there is lack of equal two-way interaction between the family and the kindergarten. As a result, kindergarten always undertakes all the work of early childhood preschool education and family education is superficial.

Many parents have their own busy work and have little time to participate in kindergarten teaching activities; Some parents think that the education of preschool children is the responsibility of kindergarten, parents do not need to participate in, if they participate in it is to reduce the burden of kindergarten teachers, so that they lose the significance of sending their children into the kindergarten; Even though some parents are actively cooperating with the kindergarten to carry out the cooperative education, but they still have a poor understanding of the cooperative education, parents do not understand the professional knowledge of preschool education, and the ways of family education are not correct, which can not play the effect of family education, so it often leads to the disconnection between family education and kindergarten education, which shows that there is lack of long-term cooperative mechanism between kindergarten and family education.

4. Analysis on the countermeasures of improving the quality of preschool education by cooperative education of kindergarten and family

As the constant development of educational concept in China, families pay more and more attention to education. Every parent hopes that their children can be well taken care of and cultivated in kindergarten, and that their physical and mental health and intelligence can be developed in a comprehensive way. From the moment when the kindergarten accepts the children, the kindergarten needs to take the main responsibility for the children's physical and mental health and intelligence cultivation, but the family should also take the family responsibility for the children's development. For the kindergarten, it is necessary to communicate with the parents as soon as possible, to understand the interests, hobbies and habits of the children, to make a comprehensive understanding of the children, and to store the relevant information into a database. It is convenient for the kindergarten to adopt the scientific way to cultivate the children, and the same time, it promotes the young child to trust their teachers, promotes the child to quickly adapt

the education and the life in kindergarten^[3]. In addition, the kindergarten should collect the relevant data of the parents, such as human resources, material resources, financial resources, education and so on, so as to integrate the information of parents and children in the same resource bank. When setting up the access to the resource bank, parents can check their own information and their children's information by logging in their own ID, so as to know the situation of the children in the school and the educational plan of the kindergarten at any time, and to cooperate with the kindergarten to achieve synchronous cooperative education.

The main purpose of organizing parents' meeting in kindergarten is two aspects: one is to enable parents to have a more comprehensive understanding of the kindergarten education plans and educational goals. By organizing parents' meetings, the kindergarten can promote parents' understanding of the aims and objectives of kindergarten teaching, so that parents can have a more comprehensive understanding of the aims and substantive needs of the educational activities adopted by kindergartens. Only in this way can the kindergarten and the family reach a consensus on early childhood education and provide guarantee for the smooth development of cooperative education of the kindergarten and family^[4]. Second, by parents' meeting, kindergarten teachers can guide the parents to think about children's growth scientifically and objectively and understand their educational needs. During the whole parents' meeting process, parents can not only understand the growth of their own children, but also have a comprehensive understanding of the overall education situation of the children in their classes. By comparing their children's learning ability with that of other children and comparing their family education with that of other children, the parents can have a more objective understanding of the children's comprehensive ability and the defects of their family education, so as to encourage the parents to actively cooperate with the kindergarten to carry out the goal of home cooperative education. However, the lifestyle of modern people is very fast, and most parents of the little children also have their busy work. Therefore, when arranging parents' meetings, the teachers must control the frequency of parents' meetings and the time of each meeting, try to let all children's parents have time to participate in, so as to maximum the effect of the meetings.

At present, families pay more and more attention to preschool education. Many families also actively develop family education under the call of kindergarten. However, because most parents do not have professional preschool education experience and knowledge, The quality of family education is difficult to improve. Therefore, kindergartens can provide parents with professional opportunities for preschool education discussions on a regular basis according to their understanding of the family situation of young children, so that parents can gradually understand and master certain theoretical knowledge of preschool education, and the policies and guidelines of the government. Parents should also explain preschool education according to their own educational value orientation and concept, so that parents can learn from each other and improve together^[5]. In addition, according to the actual situation, kindergarten can regularly invite some preschool education experts to teach the parents the professional knowledge of preschool education, so as to improve the parents' theoretical cognition and practical ability of preschool education. By organizing parents to learn the professional knowledge of preschool education on a regular basis, the parents can promote their understanding of preschool education to be more scientific and reasonable, so as to constantly improve the modes and methods of family education and improve the quality of family education.

In order to promote parents' understanding of kindergarten education, kindergartens should be regularly open to parents, so that parents can actually participate in preschool education activities, such as children's talent performances or exhibitions, sports meetings, children's festivals, etc. in every semester, so that parents can personally observe the educational methods adopted for their young children^[6]. It can also let the parents understand the learning and performance of their children in kindergarte. In addition, in carrying out some special education activities, kindergartens may, according to the information in the database, consult parents who have special expertise in these areas to demonstrate, explain and guide the young children, such as art, sports, music and other educational activities. The participation of the parents can bring new learning interest to

children, encourage children's enthusiasm for learning, and also enable parents to have a more objective understanding of the working conditions of preschool teachers. It also plays a role in promoting the development of cooperative education activities, which makes the parents' auxiliary effect in preschool teaching to be fully brought into play.

5. Conclusion

Preschool children are the most concerned members in every family, and the development of their physical and mental health and intelligence is a very problem that the parents attach great importance to. However, due to the lack of professional preschool education knowledge and the awareness of cooperative education by kindergarten and family, the family education development of China once appeared the predicament. Therefore, as a more professional preschool education institution, kindergartens should communicate and exchange more with the parents, provide parents with opportunities for learning professional knowledge on preschool education, organize the parents meetings scientifically, and improving the parents' understanding of preschool education. In addition, families and kindergartens should reach an agreement on preschool education, cooperate with each other, so as to make the family education and kindergarten education develop hand in hand, and to improve the quality of cooperative education by kindergarten and family.

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