

Research on the connection reform between preschool education and primary general education

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Abstract: The connection between preschool education and primary general education is the first transition stage in a country's whole education system and an important part of the continuous education system. In the new historical era, the connection between preschool education and primary general education has become a new problem by integrating the elements of the times. Educational modernization also puts forward new requirements for the connection between preschool education and primary general education. This paper expounds the emergence of the connection between preschool education and primary general education, the implementation mode and existing problems of the connection between preschool education and primary general education, and reflects on the problems of preschool connection education in China.

1. Introduction

The connection between preschool education and primary general education (hereinafter referred to as "connection between childhood and childhood") is one of the hot topics of international concern in recent years. Many scholars have done relevant research on this issue from different angles. In recent 20 years, Chinese educators have mainly carried out research on kindergarten and primary school curriculum connection, kindergarten and primary school connection strategies, kindergarten and primary school connection and child development, as well as foreign kindergarten and primary school connection [1]; Foreign scholars have studied from the perspectives of children's psychological preparation in the process of childhood cohesion and the essence of childhood cohesion. No matter from which perspective, the research has proved that the connection between preschool education and primary general education has become an international common problem [2]. The main problem of the connection between preschool and primary schools in China is that early childhood education is seriously primary school. Especially since the reform and opening up, the implementation of the market economic system has led to the emergence of more private kindergartens. On the one hand, China's legislative system and management system are imperfect, and private kindergartens vary in scale, equipment and teacher allocation; On the other hand, in order to choose a better school for their children and make them enjoy better educational resources, parents require preschool children to contact the knowledge and skills of primary school prematurely [3]. Due to the fierce market competition, some kindergartens abandon the unique value of preschool education in order to survive and blindly follow the needs of parents, resulting in a serious tendency of primary school in kindergartens [4].

Psychology provides a scientific theoretical basis for pedagogy. Any educational activity should follow the law of children's psychological development [5]. Balanova, Ph.D. in psychology and associate professor of development and special psychology, put forward five major problems faced by preschool education in the prospect of preschool education: whether preschool education should be compulsory and free, what are the basic contents of its standards, in what institutions to implement preschool education, what experts to complete preschool education, how to understand the principles Think about whether 5-year-old children should face knowledge itself [6]. Based on the analysis of problems, an experimental model of children's cognitive interest is designed to study the learning motivation, intelligence and regulation of children aged 5-6 years.

In view of the connection between preschool education and primary general education, only Deng Luping specifically discussed the problems existing in different stages in his article new

exploration on the connection between kindergartens and primary schools [7]. Others have been mentioned in books and articles on education. For example, basic education written by LV Wenhua describes the problems and cause analysis of the connection between preschool education and primary general education in the 1990s [8]. In the article "analysis of the development and characteristics of preschool education in the 21st century", Wang Fengying takes "paying attention to the connection and continuity between preschool education and ordinary primary education" as one of the characteristics of preschool education development, and makes a general exposition on how to connect [9].

In the article "quality standard of preschool education", the relationship between preschool and primary general education stage is analyzed from the perspective of psychology, and four skills that preschool children must master as preparation for school entrance are put forward [10]. Children will be monitored according to these four skill requirements, and four evaluation indexes are discussed in detail (direct indicators of children's psychological development, quality indicators under educational conditions, indirect indicators of children's psychological development and pre-school children's health indicators). Improving the professional skills of pre-school teachers under the condition of implementing pre-school education, published by professional educator karzakova Galina mikhailovna of tampov Regional Institute in 2007 This paper emphasizes that teachers' professional skills can not be ignored in the connection between preschool education and primary general education [11-12], puts forward the standards of various professional skills that teachers should master, sorts out the places for skill training for teachers, and summarizes the main objectives and tasks for improving teachers' skills in preschool education and primary general education [13].

2. Definition of the connection between preschool education and primary general education

Preschool education at this stage mainly refers to late preschool education. The ultimate goal of pre-school is to ensure that preschool children receiving different social education can have a unified standard of ability to enter the first grade [14]. The two main tasks to be solved in this period are: to cultivate children to learn new forms of activities for them (motivation preparation, cognitive language development and others); Prepare children for formal schooling, that is, collective activities, activities with adults and peers and other activities [15].

3. Analysis on the problems existing in the connection between primary education and preschool education

3.1. The policy on bridging education is not perfect

The government's financial investment and social management in preschool education and compulsory education are unbalanced. The outstanding performance is that preschool education depends on the private sector and compulsory education depends on the public sector [16]. There is a big gap between the proportion of public and private education in the field of preschool education and primary compulsory education. Preschool education and primary compulsory education go their own way, resulting in the lack of inheritance and sharing of educational resources; Government management presents a dual track system, with different degrees of severity; The educational concept and goal are not unified, and the work focus and task formulation are different; Educational methods and means are independent, resulting in barriers to the connection between children and children; Form the embarrassing situation of "robbing the source of students" in preschool education and "pushing the source of students" in public primary schools.

And there is also a big gap in financial investment in education. Primary school compulsory education teachers enjoy the salary treatment of financial allocation, while there is no such allocation for preschool education. The imbalance of educational financial investment directly affects the management and restriction of social management institutions on preschool education, which is an important reason for the poor connection between preschool education and compulsory

education.

3.2. The educational thought is not unified

From the essence of education, preschool education and primary education belong to two different stages. The starting points of teachers in these two stages are different, which leads to some differences in educational ideas. If this ideological difference is not considered, it will lead to students' poor feeling in the process of learning transformation. Preschool education pays more attention to the effectiveness of education, does not pay much attention to forms and rules, and teachers treat students as children. In primary education, students have a practical student identity, and teachers no longer treat them as children, which makes the student identity change greatly in the eyes of teachers, and there is a fault in the connection of ideas.

3.3. The cohesion of teaching materials is not unified

It is a very prominent aspect in the connection between primary education and preschool education, because preschool education has no outline requirements, and each kindergarten selects teaching materials according to its own reality [17]. Primary education has outline requirements, and the selection of teaching materials is mainly based on people's Education Edition and Soviet education edition. This makes it difficult to form an effective connection between the textbook content of primary education and that of preschool education. For example, there are great differences in English textbooks among kindergartens. Due to the lack of outline restrictions, kindergartens often choose textbooks according to the situation of other local kindergartens or the opinions of teachers, which leads to a wide variety of English textbooks for preschool education. There are requirements for the syllabus of primary education, and the school must select teaching materials according to the syllabus. This will lead to more differences between primary school English textbooks and preschool English textbooks, and eventually lead to cohesion problems.

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4. Reform strategy and Practice on the connection between young and young

4.1. Adjust the proportion of financial investment in Education

Increase investment in preschool education. We should try every means to ensure that the investment in preschool education is implemented, assign special personnel to be responsible for it, pay it regularly, check the use at any time, and make treatment decisions in time. At present, the financial investment of public kindergartens in preschool education can be guaranteed, while private kindergartens have no formal financial investment. In the future, we can consider giving private kindergartens a certain financial allocation to realize the combination of public and private schools. The limited financial allocation is first used for the salary guarantee of some excellent preschool teachers and included in the scope of financial expenditure management. In this way, on the one hand, it can solve the stable employment problem of some college and technical secondary school graduates majoring in preschool education, on the other hand, it is conducive to the education management institutions to exercise the management power and further improve the

quality of private preschool teachers through management.

Of course, with the total amount of financial investment in education unchanged, increasing the investment in preschool education is bound to affect the investment in nine-year compulsory education. This problem can be balanced by integrating compulsory education resources and obtaining the scale benefits of running a school. On this basis, coordinate and improve the proportion of financial investment in education.

4.2. Implement a standardized and unified management system

Strictly distinguish kindergartens from characteristic early childhood education institutions, and strictly control teaching materials. According to the investigation, the teaching materials of private kindergartens are not used uniformly. The education management department should strictly control the difficulty of teaching materials. No matter what kind of education model and concept is adopted, it must take the most basic "three students" education, basic cognitive education and compliance with basic norms in the process of children's growth as the main content, so as to avoid "long and short board" differences in children's knowledge and cognition, return children's innocent and happy childhood and children's desire for knowledge and exploration, Send a batch of qualified students through "comprehensive evaluation" for primary schools. Secondly, in terms of teacher selection and allocation, preschool education and compulsory education should formulate unified policies, incorporate them into the unified management of the government, implement a unified qualification access system, and improve the overall level of teachers.

4.3. Strengthen investigation and research and task implementation supervision

When exercising management functions, government management institutions should constantly understand public opinion and conduct surveys and studies. Innovating social management can effectively combine the work of management institutions and educational research institutions, conduct social research and theoretical analysis regularly, provide suggestions and decision-making materials for relevant management institutions, and assist management institutions to make decisions that conform to the law and are as perfect as possible. In order to better realize the connection between preschool education and primary education, while continuously improving the nine-year compulsory education, the government considers the twelve-year compulsory education, integrates the resources of preschool education and compulsory education, and relatively reduces the cost of education; Government departments should pay more attention to preschool education. While making full use of private capital to develop preschool education and standardize the school running system, they should strengthen supervision and assessment, establish an education supervision system, and ensure the balanced development of preschool education in terms of content, teachers and facilities. With the combination of rewards and punishments, the government can consider appropriate financial allocation for private preschool education institutions with excellent assessment, expand the scale, improve the conditions, and give more opportunities for scholars and educators to receive continuing education; For non-governmental preschool education institutions that fail to pass the examination or have major problems, the government shall make corrections within a time limit or cancel their school running qualification. In the implementation of supervision, it should be divided into internal supervision of management organization and external supervision of management organization, so that the multiple supervision subjects with legal supervision power can effectively supervise all educational institutions and their staff. The internal supervision of management organization can be combined with daily management behavior. Each management activity is supervision, and the supervision methods are inspection, assessment, evaluation, observation, etc; External supervision of management organizations includes self supervision, mutual supervision and public supervision of various school running organizations. Public supervision can appear in the form of organization or individual, and is received by a special mass workstation. Through supervision, managers can obtain real data at the first time.

5. Conclusions

In short, to realize the smooth connection between preschool education and compulsory education, we should give prominence to strengthening and innovating social management, strengthen investigation and research, strengthen work deployment, strengthen policy formulation and task implementation. Combined with the laws and research results of preschool education and primary compulsory education, while comprehensively improving the scientific level of social management, culture and education, we will effectively promote the smooth, balanced, coordinated and healthy development of preschool education and compulsory education, so that the achievements of educational development can benefit the general public and share educational harmony.

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