



Young Children Grow Together

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Abstract: In 2021, the Ministry of Education issued the *Guidance Points on Vigorously Promoting the Scientific Convergence of Kindergartens and Primary Schools*, and our kindergarten, as the first batch of pilot schools for kindergartens in Jiangsu province, has carried out preliminary exploration and attempts in terms of the time, content and methods of early childhood articulation, and hopes that children can work with parents and primary schools to do a good job in connecting children's life experience, learning and communication, ability awareness and other aspects in the three years of kindergarten, and stimulate children's infinite yearning for primary school life. Through pilot experimental teaching and research, this paper proposes to be fully prepared to find neglected connection points; prepare the whole process to design a gentle articulation slope; all employees are ready to establish an interactive articulation circle to promote the connection of young children and promote the healthy growth of children.

Keywords: Young articulation; Early childhood education; Riverside kindergarten.

1. Introduction

In 2021, the Ministry of Education issued the "Guiding Points on Vigorously Promoting the scientific connection between kindergarten and Primary School", proposing to vigorously promote the scientific and smooth connection between kindergarten education and primary school education. In order to conduct pilot tests on relevant policies, our garden became "the first batch of kindergarten and primary school connection pilot schools in Jiangsu Province". With the in-depth study of the concept of "preschool connection", we increasingly reflect on the fact that the prevalence rate of kindergarten education has increased significantly, and the emphasis on children's rights has become a social consensus today, what is the meaning behind the frequently raised "preschool connection"? The focus is no longer on learning skills, and early childhood education is not just a preparatory stage for school education. Its long-term goal should be to develop active, healthy and positive children in a challenging world of life. Therefore, with a more long-term eye light, with a way in line with the law of child development, back to the position of children to examine school preparation, in order to do a good job of connecting young children.

2. Be Fully Prepared to Find Overlooked "Points"

The Guiding Points of Kindergarten Preparation Education put forward four aspects of physical and mental preparation, life preparation, social preparation and learning preparation around the key qualities needed for children to enter school. These four aspects of preparation should be organic integration, mutual penetration, each aspect of preparation for entering the first grade primary school life of large class children are very important, which life preparation is also the most easily ignored a

"point". Because in the life of kindergarten, kindergarten teachers may be responsible for dressing, sorting out textbooks, helping organize stationery and many other living abilities, and these things are also in the minds of parents that kindergarten teachers should be responsible for, so in this respect, the ability of kindergarten children is not enough. Although in the big class, these basic life ability teachers and parents have handed over to the children, in the eyes of most kindergarten teachers, the children in the big class basically have the ability to manage their own life in the garden, but the children often have various life adaptation difficulties after entering the first grade, such as: Can not take care of their belongings, can not independently go to the toilet, drink water, etc. This has a great relationship with the change of the environment, because in the kindergarten condition, the class size is small, the teacher is very concerned about the state of everyone, even if there are things that they can not do, the teacher will help to do it, children can not quickly adapt to the changes of the environment from the body and action, and some children with weak adaptability to life when the environment changes. Can not take the initiative to adjust their own physical and mental state, lack the ability to adapt to environmental changes, and even may affect the state of learning because of the inadaptation of life. Moreover, in kindergarten life, there will be fewer courses, most of which are games to develop intellectual training and practical ability and enhance self-care ability, which has always been a point of insufficient attention in kindergarten life. Many children in large classes do not have self-care ability, which has caused a lot of troubles to first-grade teachers after entering the first grade of primary school. Therefore, to find this easily ignored "point" will find a breakthrough in young children's work. From this point of view, pay attention to increasing children's self-care ability, eat their own meals, go to the toilet independently, drink water, place their own things as required, sit in the seat and do not move freely, take care of their personal belongings, all need kindergarten teachers to slowly teach step by step, strengthen this point, and the work of connecting young children will become a lot smoother.

Case: The water thing. Healthy drinking habits are related to the health of every child, but also a part of the connection between young children to strengthen life preparation, the "Guide" in the health field clearly defined the development goals of children in each age group, respectively: willing to drink boiled water, often drink boiled water, active drinking boiled water. From willing - often - active, the change of these three words reflects the rules and characteristics of children's learning and development at different ages. In order to help children raise good eating habits, we encourage small classes of children to drink more boiled water, from the story to understand the benefits of drinking more water, there are some particularly interesting fables, such as "crows drink water", can be used to encourage small classes of students to drink more water, drink water is helpful to health, while using the way to record their drinking water. To the middle class children began to use clamps, stickers and other methods to count the number of drinking water a day. It not only develops numeracy skills, the ability to make marks, but also allows the child to reach the goal of drinking water in the process. To the big class how to let the children really realize the good habit of active drinking water? My senior class generated a class this course "Drinking water that thing". Help develop active drinking habits by exploring how much water you should drink each day, making a water plan, and trying to calculate how much water you drink each day. (1) Explore the amount of water to drink, how much water should you drink in a day? The children had a debate. Most of them thought they should drink 8 glasses of water a day, but why? Why do you sometimes get thirsty after drinking water 8 times? By comparison, we found that the "number" of drinking water reached, but the "amount" is far from enough, and the answer they got after consulting the health care teacher is: drink 1300 ~ 1600 milliliters of water every day, how many of these waters are there? We put two measuring cups and different types of cups in the puzzle area, and everyone can sense the daily need of drinking water through actual operation. (2) Make a water drinking plan, how should we drink water correctly? First of all, the children measured with the graduated water cup in the kindergarten and found that it was appropriate to drink 150-200 ml of water each time. Then people began to make water plans, but many children

could not drink so much water when they carried out the plan. So, we began to adjust their respective drinking water plan, increase the time to drink water at home in the morning and evening, minus drinking water before meals and going to bed, group statistics of their own drinking soy milk, soup and the amount of drinking water at home, from the children's statistics can be seen that we have about 500 ml of drinking water at home, in kindergarten as long as 800 ~ 1100 ml is enough. In this process, the child learns how to make a water drinking plan and adjust it according to their own situation, and the life ability has played a role in enhancing. (3) Try to count the amount of drinking water, 1000 milliliters is too big, how should the children count it? After discussion, we decided to use different long and short strips of paper to indicate 50 ml, 100 ml, 200 ml, blue indicating water, white indicating milk soy milk, yellow indicating soup. Under the joint cooperation of everyone, a large class of "energy gas station" was born, and the children recorded and counted daily according to their drinking water situation. And according to the results of the record, to see who is the best water baby, in the course of the theme activities, the children gradually developed a good living habit of active drinking water. Drinking water is only a small part of life habits, as well as recording homework, packing their bags, working with classmates, doing eye exercises and many other life habits need to be cultivated from kindergarten, and grasp the first step in the connection of young children.

After entering primary school, children can clock in to record their daily school life through the "school habits list" formulated by the school, which will infiltrate the requirements of road team, assembly, eye exercise, dining, learning, labor, toilet use into the daily education and teaching process, and continue to strengthen the cycle. We hope that through this life connection course, children will be able to take perfect care of their lives in the face of changes in the future life environment and life schedule. Helping children to establish life adaptability is not only the basis and guarantee for learning after entering primary school, but also so that they can calmly face various changes in life and learning environment in the future.

3. Full Preparation, Design Gentle "Slope"

3.1 Extend the Timeline of the Connection

In the past, the kindergarten connection was basically implemented from the next semester of the big class, and most of the children entered the primary school directly according to the life and learning style of the primary school, plus the anxiety of parents and the "inner volume" of education, resulting in many parents opening the "crazy connection mode" for their children in the summer vacation, which is tight in time, large in capacity, and difficult in advance. Parents struggle to cope, children suffer. Moreover, in order to make their children excellent among their peers, many parents give their children a lot of knowledge that does not belong to his age group, that is, advanced education, which will make children bear greater pressure in psychological aspects, which is not conducive to the growth of children, and is not conducive to school teaching and children's future learning. Kindergartens should do the work of parents, so that the right stage to do the right thing, the kindergarten period should be in accordance with the education requirements of simple training, do a good job of connecting children, believe in school teachers and children, therefore, we will stretch the timeline of connecting children to kindergarten three years and primary school grade one. First, the environment plays a key role in children's adaptation to primary school life. Our school has made some changes to the campus environment and class environment, teachers and children together to create a simulated experience classroom, open up the first grade independent reading area, outdoor playground, reading and writing area, etc., the style and elements of the primary school environment have infiltrated bit by bit. The pair primary school customized a set of "micro-space" program for children, which was divided into "indoor micro-space" and "outdoor micro-space", and focused on the space creation of

four corners of the toy house, plant corner, game area and picture book library. The classroom also makes full use of the blackboard, walls, corners into the theme design, so that the classroom "brings its own light", to achieve the effective connection of the "physical environment". Secondly, self-management ability plays an important role in children's adaptation to primary school life. Children who have just entered small classes learn to organize their own belongings, recognize their own markings, can place play materials in designated places, and can fold their own clothes. Middle class children are encouraged to make homemade markers, learn to organize their own lockers, try to eat independently, and experience small tasks of duty students. In the big class, we will gradually adjust the rest, try to appropriately extend the collective activity time, shorten the nap time, and guide children to develop a game plan and physical exercise plan. After entering primary school, the first semester is set as the enrollment adaptation period, providing each student with personal lockers and nap beds, encouraging them to participate in various positions of "class steward", developing corresponding evaluation mechanisms, and taking different forms of incentive measures according to children's performance every week, such as: Class small butler, labor small expert, health small guard, civilization small pioneer, walking small etiquette, learning small pacesetter and other star collection activities, a comprehensive and true record of children's growth track after school, help children slowly develop self-management ability, so that the slope of cohesion more comfortable.

3.2 Lay Connecting Buffer Channels

In the conversation with large class children, we found that many children worry about primary school "can not learn knowledge" "exam is not good" and so on. Children from "will not" to "will", not simply from "do not teach" to "teach" process, we need to support children in a large number of perception, practical operation on the basis of the realization, because it needs to start with the choice of learning materials, learning mode adjustment, laying the buffer road between children and children. For example: In the reading area of the large class, picture books such as "I am in primary School", "It doesn't matter if I make mistakes in the classroom" and "David goes to School" are added. Through game-style repeated reading, accompanied parent-child reading, extended independent reading, and schema-guided thinking reading, children are led to learn to read each book closely, and the selection of picture book content is connected and close, and the amount of words in picture books is gradually increased. When children enter the first grade, it is not suitable to carry out systematic subject knowledge learning immediately. We can change the teaching method of the national curriculum in the past, and try to adopt gamification and life-oriented methods to help children gradually adapt to the change from game activities to classroom teaching. For example, in the teaching of mathematics, take children into the cinema to perceive single and even numbers and order in the game of "find a seat"; Try to rotate and flip graphics in the game of "Going to the park", explore different combinations of route maps, understand RMB in the shopping game of "New Year Shopping Street", and learn the conversion between various units of human currency. At the same time, gamified ways such as fun and adventure tests are adopted for comprehensive quality assessment, so that children can gain success and confidence in the evaluation of childlike fun, targeted school preparation education, and the gradient of cohesion is more reasonable.

4. Prepare All Staff to Establish an Interactive "Circle"

Family, kindergarten and school are the three important points in the work of connecting young children, and each fulcrum is the key element of the first learning turning point on the road of children's life, which requires the cooperation and effective interaction of the three parties to help children make a smooth transition. We try to break the habitual thinking of single-line connection in the past, and establish a trinity of home, garden and school "interaction circle".

Establish small interaction circles among children, teachers and parents. When children first enter primary school, they meet unfamiliar teachers, peers, and environments, which are easy to produce social relations. Our kindergarten breaks the class boundaries to create a "ten minutes between classes" activity, from less to more every day to give children free time to arrange activities, in each classroom, corridor, public activity room, outdoor activity area, they can play with more new friends, play sports, play role games, try to brave, talk about the mystery of light and shadow, Children with different personalities can have pleasant social experiences. At the same time, parents and teachers also need to have a way of communication, and the parents of primary students to answer questions and solve doubts can effectively dispel the concerns of parents of children in large classes, avoid excessive worry and blindly follow the crowd. The interactive teaching and research activities of primary and junior teachers allow the teachers of the two learning sections to hold hands, from back-to-back to face to face, compare the learning differences between the two learning sections, analyze different educational characteristics, promote teaching by research, promote learning by teaching, and form the consistency of ideas and methods.

Integrate family, kindergarten, school interaction circle. Our kindergarten cooperated with families and primary schools to carry out the school preparation course "Hello, Primary school". The children collected information and shared the "primary school life I know" through consulting older brothers and sisters, visiting parents and other ways, sorted out questions about primary school, and wrote letters to consult the principal and mother in the form of pictures and pictures. Invite primary school teachers to introduce "the difference between kindergarten and primary school", children make a "daily life plan", learn to be a primary school student, and explore the primary school in groups. In the kindergarten "Life Town" fun day, some parents entered the kindergarten to become "big citizens", some primary school teachers entered the kindergarten to become "good friends", and some kindergarten teachers and children entered the primary school to become "secret explorers". The tripartite linkage pace is consistent, and jointly create a good ecological environment for connecting young children.

From the first day of children entering kindergarten, our preschool connecting education is happening quietly, making comprehensive, full and full preparation, so that the connecting education can return to the law of growth, return to rational understanding, return to professional guidance, and help children take a key step in life, accumulate strength, focus on the future, and travel happily...

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