

Strategies for Early Childhood Literacy Education in Homeland Co-education

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Abstract: *Homeland co-education is an important way of early childhood education. Homeland co-education is beneficial for children to understand and master Chinese characters, promote children to better absorb knowledge in the process of learning Chinese characters, and help children form good learning habits. In families, there can be interactive communication between parents and young children to better educate them. In kindergarten, teachers and parents can collaborate with each other to carry out literacy education activities for young children. The article analyzes the problems in early childhood literacy education from the perspective of home co-education, and proposes strategies for early childhood literacy education through home co-education.*

Keywords: *Home Co-Education, Early Childhood Literacy, Situational Creation, Game Teaching*

1. Introduction

Currently, China's education industry has achieved rapid development and certain achievements. Early childhood is an important stage of children's growth, and it is necessary to educate and improve their various abilities during this period. Early childhood literacy education is a very important aspect of early childhood education, which has a significant impact on children's future learning and development. In the current era, literacy education for young children is not only a requirement for the development of education, but also a requirement for social development in the context of the new era. Teachers and parents should attach importance to early childhood literacy education from the perspective of home co-education. Due to the difficulty of carrying out literacy education activities in kindergartens, it is also easy to encounter some problems. Therefore, teachers and parents should improve the level of literacy education for young children through home co-education, so that they can receive Chinese characters and other knowledge in a better environment.

In recent years, many outstanding scholars have conducted research on early childhood literacy. Among them, Yan Bifang analyzes the people's understanding of kindergarten literacy education at various historical stages, as well as the educational research results and practical experience obtained. This is conducive to a deeper understanding of the meaning of kindergarten literacy and early reading, mastering the value and cost of kindergarten literacy education, and establishing a scientific concept of kindergarten literacy education [1]. Zhou Yan pointed out the main problems in cultural literacy education in kindergartens in the Qiannan ethnic region through research on the current situation, and provided relevant solutions [2]. Lang Jing conducted in-depth discussions on the early game literacy methods and their rationality for young children [3]. Ma Chunyang conducted research on the application and value of oracle bone script in children's literacy products. The results indicate that under appropriate guidance, it is suitable for children's physical and psychological development to start with the character creation ideas of oracle bone inscriptions and use the shapes and fonts of oracle bone inscriptions to understand Chinese characters, which would also accelerate their literacy speed [4]. The above research results have certain reference significance, but there are still shortcomings.

The article introduces the strategy of early childhood literacy education based on home co-education, which adopts two methods: situational teaching and game teaching to stimulate children's interest in literacy and thus memorize more Chinese characters during the learning process.

2. Home Co-education

2.1 Overview of Home Co-education

Home-based co-education is a new teaching model that focuses on families, kindergartens, and teachers, integrating educational resources, goals, methods, and content. Its purpose is to enable children to grow up healthily in a better environment. The essence of home co-education is mutual growth. Through home co-education, parents and teachers help children improve their abilities in various aspects and lay a solid foundation for their future development [5]. In early childhood literacy education, parents and teachers should pay attention to guiding young children to form good learning habits. From the perspective of kindergarten teachers, it is necessary to pay attention to communication and exchange with parents, so that parents can recognize the importance of literacy education for the development of young children. Teachers should promptly convey the knowledge and experience that children have learned in kindergarten to parents, so that parents are aware of what knowledge children have learned in kindergarten. From the perspective of parents, it is necessary to actively cooperate with kindergarten work, so that children can learn knowledge in a relaxed and enjoyable atmosphere [6].

2.2 Significance of Home Co-education in Early Childhood Literacy Education

At present, the methods and approaches for early childhood literacy education are relatively single, and teachers and parents usually only adopt one method for teaching, which makes it difficult for young children to form a systematic knowledge structure in literacy education. And home co-education is a new type of early childhood literacy education method, where teachers and parents can achieve information transmission during the process of home co-education, effectively filling the gaps in early childhood literacy education. At the same time, home co-education can also promote the development of young children's learning and thinking abilities, laying a solid foundation for their future learning and life [7].

Firstly, home co-education can promote the healthy growth of young children. In home co-education, young children can receive different types of education in both the home and kindergarten environments, which in turn has a positive impact on their physical and mental health development. Due to the differences between kindergartens and families, teachers can use home co-education to provide children with more comprehensive education in different environments [8].

Kindergarten and family are the two most important places for young children's growth. Teachers and parents should build a bridge between these two places, allowing young children to continuously improve their learning and thinking abilities in the process of coparenting at home, laying the foundation for future development.

2.3 Methods of Carrying Out Home Co-education in Kindergartens

Teachers and parents can carry out home education activities through the following methods: firstly, it can be carried out through home visits. Parents can learn about their children's performance and learning situation at home through home visits, which can better understand their literacy situation at home and take targeted measures for education [9].

Secondly, teachers can use the curriculum and teaching activities in kindergartens to provide literacy education for young children. Teachers can design some literacy content that young children are interested in into games or activities, which can stimulate their interest in these content and help them learn better [10].

Thirdly, teachers can carry out some literacy activities in kindergartens. For example, teachers can write some text into nursery rhymes or stories to help children learn literacy in kindergarten. In addition, teachers can also weave some Chinese characters into riddles or puzzle cards for young children to guess [11].

Fourthly, teachers can also organize some parent-child activities. For example, teachers can organize some parent-child activities for parents and children to play games or do handicrafts together. For example, teachers can hold literacy competitions or knowledge competitions in their classes, allowing parents and young children to learn Chinese characters and other content during these activities [12].

3. Kindergartens should Strengthen the Importance of Home Co-education

Home co-education is an important means to promote the healthy growth of children. Preschool teacher and parents can educate children in daily life, so as to promote the better development of children. Home co-education is conducive to forming a good education atmosphere. Preschool teacher and parents can communicate with each other to help children learn Chinese characters [13]. Kindergarten is a very special place where teachers and parents work together to educate young children. The participation of parents is also very important in home co-education. Parents can communicate with teachers to understand their children's learning situation and better educate them. At the same time, parents can also observe the lives of their children in kindergarten and provide guidance on their lives. Home-based co-education not only refers to cooperation between teachers and parents, but also includes cooperation between parents. In home co-education, teachers can communicate and exchange with parents to understand students' learning situation in kindergarten [14].

Home co-parenting can also be achieved through parent-child activities. Parent-child activities are a relatively important activity in home education, and also an opportunity for teachers and parents to understand each other's educational concepts and methods. Teachers can educate and guide students by conducting parent-child activities. In parent-child activities, teachers can show parents photos and videos of students living in kindergarten. Through these pictures and videos, parents can better understand their students' living conditions in kindergarten [15].

Teachers can also introduce to parents the problems students encounter when learning Chinese characters in kindergarten and how to solve these problems. Teachers can also achieve the goal of home co-education by showing parents the progress students have made in kindergarten life [16].

In addition, kindergartens also need to strengthen the importance of home co-education and improve the efficiency of home co-education work from multiple perspectives. Firstly, people need to strengthen the importance attached to parental work. Kindergartens need to establish good relationships with parents in order to improve the efficiency of home co-education work. In the work of home co-education, teachers should pay attention to communication and cooperation with parents. Teachers should provide education and guidance to young children, in order to help them better understand Chinese characters, master Chinese character knowledge, and cultivate good learning habits. At the same time, it is also necessary to attach importance to family education work, and educate and guide young children through joint cooperation between families and kindergartens.

4. Establish Scientific and Effective Teaching System for Early Childhood Literacy

When children receive literacy education, their specific learning content should be linked to their daily lives, rather than passively accepting knowledge. When teaching children literacy, teachers can use situational teaching, game teaching, and other methods to stimulate their interest in literacy and thus memorize more Chinese characters during the learning process. Through situational teaching, teachers can introduce young children into stories and analyze the characters in the stories, enabling them to better learn Chinese characters through the analysis of the stories [17]. Teachers can also provide literacy education to young children through game based teaching methods, enabling them to learn and play while playing, thereby mastering more Chinese characters. When carrying out literacy education in kindergartens, teachers can encourage children to use the learned Chinese characters in their daily lives for games, such as making game cards of characters such as "one", "two", and "three" for learning.

4.1 Creating Situations to Integrate Young Children into Life

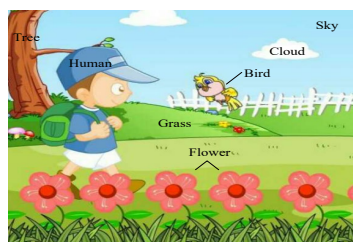


Figure 1. Creating a Context

As shown in Figure 1, it is the image used by a kindergarten in creating situational teaching. When conducting literacy teaching in kindergartens, teachers can use situational teaching methods to bring young children into daily life, thereby enabling them to naturally master Chinese characters in their daily lives [18]. For example, when teaching the Chinese character 'sun', teachers can encourage young children to remember it based on its color. For example, the red 'sun' represents a red object, allowing them to better grasp the Chinese character 'sun' in their daily lives. Teachers can also introduce common things in daily life, such as "father" and "mother". Teachers can help young children learn about common things in life, thereby enabling them to more naturally master Chinese characters in daily life. When conducting situational teaching, teachers can bring some life related things into the classroom, such as combining words such as "flower" and "grass", "grass" and "tree" for learning.

4.2 Game Teaching, Making it Easy for Young Children to Master

When teaching children literacy, teachers can use game based teaching methods to help them better master Chinese characters, learn while playing, and thereby improve their literacy skills [19]. When teaching "talking through pictures", teachers can ask young children to use pictures to express their understanding of words. Firstly, teachers can use the scenes in the pictures to guide young children to express their thoughts; Secondly, teachers can ask young children to describe what they see using the words learned in the pictures. For example, teachers can present the word 'kitten' in the form of a picture; Then, the teacher can express the kittens drawn by the children in language; Finally, the teacher can ask the children to draw the kitten into a picture. Through this teaching method, children can better understand the relationship between words and pictures. When teaching literacy, teachers can make cards of the learned Chinese characters for children to use. This not only allows children to learn Chinese characters while playing, but also effectively improves their literacy ability [20]. For example, teachers can make Chinese characters such as "big", "small", "high", and "short" into cards for young children to use; Characters such as "big", "small", and "high" can also be made into cards for young children to use; Characters such as "one, two, and three" can also be made into cards for young children to use.

5. Teachers should Improve their Professional Literacy

The preschool literacy education of home education is a two-way interactive process. Preschool teacher should not only integrate literacy education into teaching activities, but also cooperate with parents. In the literacy education activities for children raised together at home, teachers should enhance their professional literacy, cultivate children's interest in Chinese characters from multiple aspects, create a good literacy environment for children, and encourage them to better master Chinese characters. Firstly, teachers need to change their mindset and increase their emphasis on literacy education for home-based co-education children. Teachers should recognize the importance of early childhood literacy education in home co-education and fully leverage their guiding role in home co-education. Teachers can organize activities such as Parent-teacher conference to carry out literacy education for children raised together in their homes. Teachers should change traditional concepts and patiently guide and encourage young children. Teachers should make parents aware of the importance of early childhood education in home co-education, which can help parents better participate in early childhood education activities. Secondly, teachers need to improve their professional knowledge. Teachers should pay attention to cultivating children's interest in Chinese characters when carrying out literacy education for children who are co educated at home. When carrying out literacy education activities in kindergartens, teachers should guide young children to understand, memorize, and use Chinese characters. In the actual teaching process, teachers should pay attention to integrating knowledge. Finally, teachers need to improve their language expression skills. Early childhood education work is very important in home co-education, and teachers should guide parents to cooperate with early childhood education work. In the literacy education of children raised together at home, parents often raise many questions and needs. In daily teaching, teachers can discuss relevant problems and solutions with parents together; After teaching, teachers can organize a Parent-teacher conference and other activities; Teachers should make full use of various ways to understand parents' thoughts and opinions on early childhood education work.

6. Application Effect of Home Co-education in Children's Literacy

Finally, the article conducts data analysis on the application effect of home co-education in early

childhood literacy, mainly focusing on two aspects: literacy quantity (Figure 2) and literacy efficiency (Figure 3).

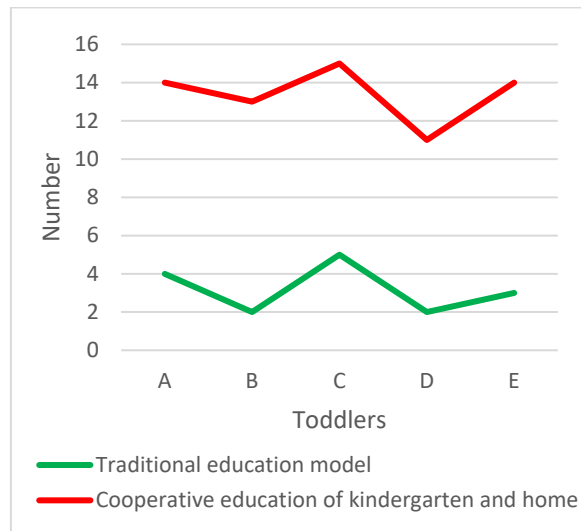


Figure 2. Comparison of Literacy Levels

From Figure 2, it can be seen that after adopting the home co parenting literacy strategy for young children, A's daily literacy increased from 4 to 14, and E's literacy increased from 3 to 14. After calculation, the average literacy of the five young children increased from 3.2 to 13.4. From this, it can be seen that the promotion of home co-education can effectively improve the literacy level of young children.

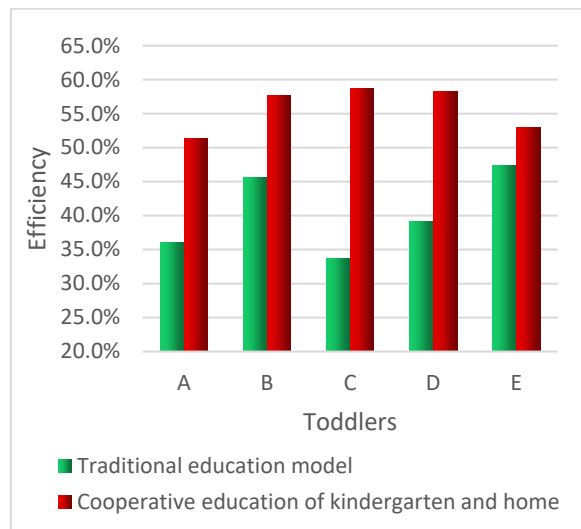


Figure 3. Comparison of Literacy Efficiency

From Figure 3, it can be seen that after adopting the home co parenting strategy for children's literacy, the literacy efficiency of C increased from 33.7% to 58.7%, with an increase of 25%, which is the largest improvement among the five children. After calculation, the average literacy efficiency of the five children increased from 40.36% to 55.80%, with a difference of 15.44%. From this, it can be seen that home co-education can effectively improve the literacy efficiency of young children. The article then conducted a survey questionnaire on early childhood literacy education strategies based on home co-education, targeting teachers and parents of children in a certain kindergarten. The results are shown in Figure 4.

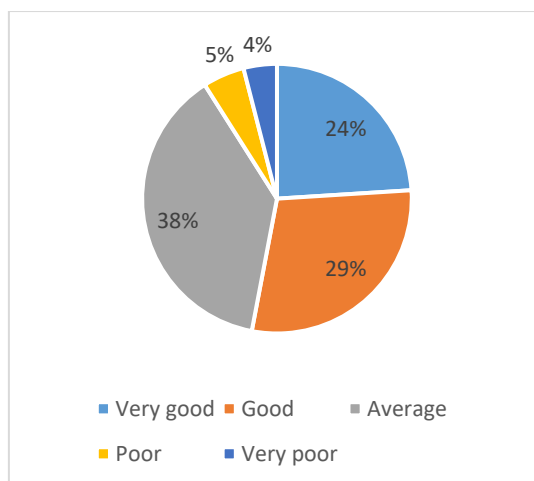


Figure 4. Survey questionnaire results

From Figure 4, it can be seen that over half of the teachers and parents have a "good" or above rating for home co-education, while only 9% of the teachers and parents have a "bad" or below rating. It can be seen that home co-education has received the support of most parents and teachers, and I believe that in the future, the literacy education strategy of home co-education for young children would be better popularized.

7. Conclusions

Home co-education is an important way of early childhood education, and both kindergartens and families should pay attention to the education issues of young children. Homes can communicate and cooperate with each other to jointly promote the healthy growth of young children. Teachers should actively communicate with parents, understand their needs in family education, and understand their understanding of early childhood education, in order to better carry out literacy education activities for children in home co-education. Teachers can strengthen communication and cooperation with parents through Parent-teacher conference, parents' open day, home contact book and other forms. In the literacy education of children raised together at home, teachers and parents can cooperate with each other to complete the education work of children together. At the same time, teachers should actively promote the significance and importance of literacy education to parents, so that parents can recognize the importance of early childhood literacy education for the growth and development of young children.

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