

Value Analysis and Strategic Research on the Implementation of Life Oriented Curriculum in the Process of Preschool Transition

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Abstract: As an important component of kindergarten work, the smooth transition from kindergarten to primary school will have a significant impact on the development of young children. The life oriented curriculum integrates the daily life of young children with the kindergarten curriculum, allowing them to continuously develop in a self-sufficient environment. Therefore, life oriented courses are used as a bridge to assist young children in achieving a smooth transition from kindergarten to primary school and pursuing sustainable development in the future. The life oriented curriculum can assist in the transition from kindergarten to primary school through the following aspects: (1) paying attention to the real needs of young children during the transition process, taking their actual lives as a starting point, and better paying attention to their actual needs. (2) The establishment of goals for life oriented courses in the transition from kindergarten to primary school should not only focus on the smooth transition of young children at present, but also pursue their subsequent development. (3) The selection of content for life oriented courses in the transition from primary school to primary school should be based on young children's lives, while promoting their internal growth.

Keywords: Transition from kindergarten to primary school; Life oriented courses; Kindergarten curriculum

1. Introduction

The transition from kindergarten to primary school, as a crucial stage in the transition between the two stages, is an important milestone that young children face in their early life. After entering primary school, young children will personally experience a series of changes in the learning environment, social requirements, and peer groups. The differences between these two stages may make it difficult for young children to adapt to primary school, so the transition from kindergarten to primary school is undoubtedly a huge challenge for young children. At the same time, a large number of research results indicate that the quality of transition work will have a sustained impact on the future development of young children, and good school preparation can enable young children to quickly adapt to new learning life.^[1]

In the process of transitioning from kindergarten to primary school, kindergarten, as a key subject in the transition, bears important responsibilities. The kindergarten curriculum, as the main channel for young children to gain beneficial experience, should be designed to conform to the laws of their physical and mental development, create conditions for them to do the right things at the right time.^[2] And before entering primary school, young children must have complex emotions towards the new primary school life, so the implementation of curriculum during the transition from kindergarten to primary school is particularly important. The main value of life oriented curriculum lies in better expanding children's experience range, cultivating their comprehensive abilities, and also better nurturing their spiritual world, thereby helping them achieve a smooth transition from kindergarten to primary school.^[3] During this process, young children gradually improve their abilities and cultivate confidence in overcoming difficulties, which will have a profound and sustained impact on their future development.

2. Value Explanation of Life oriented Curriculum

2.1 Assist young children in a smooth transition

The concept of early childhood transition has been clearly defined in the New Encyclopedia of Chinese Teachers: Kindergarten and primary school create favorable conditions and carry out a series of

tasks to help children achieve a smooth transition from early childhood education to primary education and achieve good educational results. ^[4] Before entering a brand new primary school stage, young children may inevitably have different adaptation problems to unknown environments. Due to differences in their own experiences and growth environments, young children may have different questions and curiosity. Therefore, helping young children prepare scientifically for enrollment, adapt to the new stage of life, and achieve a smooth transition from kindergarten to primary school has always been an important part of kindergarten education.

The life oriented curriculum is based on children's own life experience, paying attention to their actual needs. Its curriculum objectives, content, and teaching methods will also be flexibly adjusted on this basis. Therefore, life oriented courses are dynamic and constantly growing. In the process of implementing life oriented courses, children are encouraged to engage in on-site experiences and actively ask questions. The questions and curiosity that children generate during this process can reflect their actual needs, which will also serve as one of the basis for extending the curriculum in the future. In the process of constantly discovering and solving problems, young children will have a more positive understanding of their own abilities, and at the same time, they will have a deeper understanding of primary school life, which will help facilitate a smooth transition from kindergarten to primary school.

2.2 Support the sustainable development of young children

As a concrete embodiment of the idea of early childhood education returning to children's life, the essence of kindergarten curriculum is to focus on children's own lives, and take this as the starting point of curriculum design, and dig out the parts that children are interested in and in line with their cognitive development. The life oriented curriculum constantly adjusts itself to conform to the internal operational logic of children's lives, and gives children the right to actively and autonomously socialize. This curriculum is rooted in children's real life and independent experience. ^[5]In this way, life oriented curriculum resonates with children's firsthand experiences, allowing them to grow up with vitality in a familiar and self-satisfied world.

The life of young children is holistic, and the life oriented curriculum presents a comprehensive and organically connected curriculum structure. The life oriented curriculum is based on the processing of children's life experience, and teachers provide materials that are no longer just cookie-cutter kinds, but require children to mobilize their own experience to analyze and practice. In this context, young children can continuously discover the clues contained in the curriculum through personal experience. As the curriculum progresses, young children will acquire more relevant experiences and gradually form a holistic understanding of things. At the same time, young children actively engage in internal learning by absorbing, restructuring, and internalizing the experiences they have acquired. Children's abilities in observation, association, collaboration, and other aspects will also be improved, which is very beneficial for their long-term development.

Therefore, by implementing life oriented courses to help young children smoothly transition from kindergarten to primary school, acquiring the necessary qualities and abilities during the course is also extremely valuable for their future sustainable development.

2.3 Improve the Quality of Kindergarten Curriculum

As a carrier for achieving educational goals, the quality of courses will greatly affect the final quality of education. The concept of "education returning to life" has deeply penetrated people's hearts in the basic education stage, especially in the preschool period. The age characteristics and development of young children during this period determine that this group needs more life oriented courses. A life oriented curriculum is linked to the actual life of young children, allowing them to learn in their daily lives, especially through actions.

Professor Yu Yongping proposed in his book "Life oriented Kindergarten Curriculum" that life oriented kindergarten curriculum is ecological, organically connected, process oriented, action oriented, as well as interactive, conversational, comprehensive, and harmonious. The curriculum itself can resonate with children's firsthand experiences, allowing them to grow up with vitality in a familiar and self-satisfied world. ^[6]By linking kindergarten curriculum with children's real-life experiences, children can draw nourishment from courses that align with their own life experiences, and fully participate in courses that interest them through various forms such as operation, inquiry dialogue, and interaction. During the transition period from kindergarten to primary school, by utilizing life oriented curriculums, the curriculums can gain a deeper understanding of the needs of young children in a more approachable

manner. Adults can provide the assistance that young children need on this basis, thereby slowing down the slope of transition and helping them achieve a smooth transition from primary to secondary school.

The life oriented curriculum focuses on children's daily lives, understands their real needs, and helps them develop. The essence of kindergarten curriculum has also shifted from a single closed static to a diverse open and dynamic construction, and the design of kindergarten curriculum towards the life world will greatly enrich the value pursuit of kindergarten curriculum.

3. Implementation strategies for life oriented curriculum

3.1 Focus on the real needs of young children

Meeting the needs of young children is one of the starting points of early childhood education. One of the criteria for determining the value of early childhood education is whether the needs of young children can be met. The needs of young children are broad and diverse, and new needs will constantly arise at different stages of their development.^[7]Consequently, by paying attention to the real needs of young children during the transition from kindergarten to primary school, adults can provide appropriate assistance to young children based on their actual situation.

The life oriented curriculum is based on the real life and practical experience of young children, extracting valuable and meaningful parts from them as the fulcrum of curriculum growth, so that young children can make progress with the continuous development of the curriculum. For example, most young children may be curious about elementary school life while also feeling confused before entering primary school. They will have various strange thoughts in their minds. There is a sixth grade big brother in elementary school. Do they look particularly tall; The campus of elementary school is particularly large, may I get lost; What if there are no regional activities in primary school? These doubts can truly reflect children's thoughts on primary school life, and adults can also understand the part that children truly care about in primary school life, which is their real needs. Teachers can use this as a theme to carry out a series of activities on "About Primary School, I Want to Know More", where children can express their confusion and curiosity through various means such as drawing or verbal communication. In a collective communication atmosphere, some children's doubts that are difficult to express due to expression and behavior restrictions can also be resolved through questions from other partners, which satisfies the hidden needs of some children.

Adults can provide practical and effective assistance strategies based on understanding the actual needs of young children. For example, if young children feel helpless about the large difference in campus area between primary school and kindergarten, teachers can organize a "Primary School One-Day Tour" for large classes of children and carry out activities to learn floor plans. Through these activities, young children establish their first impression of the primary school campus, and by flattening the buildings on the campus, they can learn skills to overcome their fear of going to unfamiliar environments.

By meeting the real needs of young children, we can promote the continuous growth of the curriculum, so that young children not only learn certain life skills in this process, but also cultivate their courage and confidence to overcome problems.

3.2 Based on the current level of young children

As China's education enters an era of high-quality development, the transition from kindergarten to primary school is naturally an indispensable part of it. The "Guiding Opinions on Vigorously Promoting the Scientific Connection between Kindergartens and Primary Schools" (hereinafter referred to as the "Guiding Suggestions") issued by the Ministry of Education in 2021 is a specialized document on the connection between kindergarten and primary school. Its purpose is to promote the scientific connection between kindergarten and primary school, comprehensively prepare for enrollment and adapt to education, and ensure that young children smoothly transition from kindergarten to primary school life. This is of great significance for the physical and mental health and lifelong development of young children.

In the context of building a high-quality education system, the requirements for the transition from kindergarten to primary school are no longer just about emphasizing "helping children smoothly transition from kindergarten to primary school, but should also jointly pursue sustainable development for children."^[8]Under the guidance of new values, educational goals should also be redefined, so that

children's bodies and minds are fully prepared to embrace the new primary school life, and the quality and abilities they learn can have a positive impact on their future learning and life.

Appropriate curriculum objectives can be adapted to the current level of development of young children, while meeting their practical needs and promoting their harmonious development. The goal of life oriented curriculum is to focus on the growth of young children's lives, pay attention to their real lives, enable them to achieve comprehensive development, pay attention to various areas of their development, and guide their growth in a way that is in line with their physical and mental development characteristics. [9] Life oriented curriculum focuses on placing young children at the center of the entire curriculum, constructing the curriculum from a child's perspective, and paying attention to their real life and needs. Focusing on the lives of young children is not just about their superficial forms, but about the value and significance of life for their growth and development.

The goals of life oriented curriculum also attach great importance to operability, and their goal generation will be combined with the actual situation of the kindergarten, with strong flexibility and practicality. The history and curriculum resources of each kindergarten, as well as the actual situation of each class, and finally the precise growth background and development status of each child, all have significant differences. Only by focusing on these actual situations can curriculum goals truly realize their value. The operability of life oriented curriculum objectives is based on the concretization of their course objectives.

In the process of transitioning from kindergarten to primary school, it is even more necessary to clarify the curriculum objectives and avoid the erroneous tendency of "early learning" and "The performance of the Kindergarten Education Primary tendency", or to ignore the real needs of young children and simply repeat ineffective transition activities, such as the long-standing "Half Day Tour of Primary School Campus", which is nominally intended for young children to understand the primary school campus and establish a first impression of primary school life, but is only a half day activity and cannot help young children deeply understand the real primary school life. Teachers should clarify the true goals of the activities and design valuable curriculum content for young children.

3.3 Rooted in the daily life of young children

In the book "Life oriented Kindergarten Curriculum", Yu Yongping proposed that the content of life oriented curriculum should have five characteristics: life oriented, suitable, interesting, comprehensive, and process oriented. The focus of the life oriented curriculum will be on children's daily lives, which is consistently reflected in the above five perspectives. The selection of life oriented curriculum content should be close to the lives of young children, exploring the parts that are beneficial to their development from their daily lives, and integrating with kindergarten curriculum and daily activities to continuously enrich the curriculum content.

The suitability of the course is also an important factor affecting the quality of the course content. The implementation of the course should be based on the selection of the physical and mental development of young children, paying attention to both the overall situation of the children in that age group and the development of individual children in the class. As the professionals who spend the longest time with young children, teachers can observe their actual situation from a more professional perspective and make adjustments to the course content in the first place based on their own observations.

In the process of transitioning from kindergarten to primary school, young children will inevitably face many changes in their daily routines and study habits, which will lead to some problems and difficulties, such as adjusting their routines and cultivating task awareness. These are emphasized in the "Guidelines for Preschool Entrance Preparation Education" which are compulsory courses for young children to move towards primary school life. During the process of curriculum development, teachers may encounter problems such as children being late, irregular sleep patterns, and weak task awareness. They should intervene in a timely manner and skillfully transform the actual problems encountered into resources for curriculum development. By setting up morning clock-in, children can receive rewards in the form of stickers or other forms after arriving at school on time. After a fixed time, they can be counted, and through this positive incentive, children can gradually develop good habits of punctuality.

The course content should not only reflect the course objectives, but also conform to the developmental laws of young children. Hence, the selection of content should take into account the learning characteristics of young children. The selection of course content should gradually transition from direct experience to indirect experience, helping young children construct their own experiential system and gradually recognize the significance of various experiences in this process. Kindergarten

curriculum must provide the necessary activity materials and real-life scenarios, allowing children to gradually internalize and absorb unfamiliar and abstract concepts. Through this process, children can better understand the world and have the courage to face unknown challenges.

4. Conclusions

As a major challenge encountered in the early years of children's life, the correct handling of various doubts and problems to help children make a smooth transition will definitely lead to their subsequent learning life and personal development to make a positive impact. The life oriented curriculum is based on the children center and the actual life of young children. It extracts valuable and meaningful parts from the life experiences related to children as the fulcrum of curriculum growth, thus deriving interesting and valuable courses for young children.

The integration of kindergarten curriculum into daily life is aimed at enabling children to achieve comprehensive, coordinated, and effective development in terms of experience, ability, and spirit. At the same time, the integration of kindergarten curriculum into daily life can better expand children's experience range, cultivate their comprehensive abilities, and also better nurture their spiritual world. Respect the subject status of young children in the transition from kindergarten to primary school, and enable them to be proactive preparers when facing challenges, with the courage and ability to face future challenge.^[10]

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