

Exploration of Kindergarten Education and Teaching Countermeasures from the Perspective of Home-School Co-operation

Shizhe Zhong

Philippine Christian University, Philippine, MANILA, 1004

Abstract: *In early childhood education, teachers must make sufficient planning and preparation before teaching, choose the appropriate education mode and design appropriate education programmes according to the characteristics and abilities of young children. In the context of home and family cooperation, teachers need to comprehensively analyse and explore the content of home education, regularly interact and communicate with parents, attract parents to participate in kindergarten education and teaching activities, and also encourage parents to share their own suggestions and views to further improve the kindergarten's education model and management model, so as to fundamentally promote the comprehensive development and healthy growth of young children.*

Keywords: *home cooperation; kindergarten; education and teaching; countermeasures*

1. Introduction

Under the model of home and family cooperation, young children can receive good education at home and kindergarten, and gradually develop correct behavioural habits, ideological concepts, values and learning behaviours. In this context, teachers should analyse the current problems of home and family cooperation, use diversified ways to interact with parents, ensure the synchronicity of education, and promote the development and growth of young children in a better direction at all times.

2. Importance of home and family cooperation

Firstly, the educational advantages are complementary. Early childhood teaching in the context of home cooperation can not only achieve the complementarity of their respective resources, but also fully explore more teaching materials, teaching resources, to create a more suitable for students to learn and grow in the educational atmosphere, significantly improve the effectiveness and quality of classroom teaching, and successfully achieve the established teaching goals.

Secondly, it promotes the healthy growth of young children. Home-home cooperation not only allows parents to have a better understanding and knowledge of young children, but also realises the advantages and improvement of the education and teaching model. Home and family cooperation can fundamentally promote the healthy growth and comprehensive development of young children. Therefore, when families and kindergartens build a harmonious, cooperative and complementary relationship, young children can develop and grow in a better direction.

Thirdly, they cooperate with the teaching activities. Home-home co-operation not only enables parents to fully understand the learning and growth of their children in kindergarten, but also to fully understand the rules, regulations and procedures of kindergarten activities, and so on, and can actively cooperate with the kindergarten to carry out a variety of activities both inside and outside the classroom, so that the children can always be in a good environment for growth, and to maintain a healthy state of mind. Cooperation between home and family enables parents and teachers to share teaching concepts and educational methods, and to gradually cultivate children's comprehensive abilities, ideological concepts and behavioural habits, which ultimately promotes children's all-round development and healthy growth.

3. Problems with home-home co-operation

First, home and family cooperation has become a mere formality. Under the background of education reform, more and more kindergartens have begun to optimise and improve their education model, and have gradually realised the necessity and importance of home and family cooperation. However, from the current actual situation, it is very easy for the process of home and family co-operation to become a mere formality, or lack of sufficient co-operation content, appropriate forms of co-operation, and ineffective home and family co-operation. For example, parent services and online forums are often used in home-home co-operation, but the interaction is not timely and the content is not comprehensive due to various factors. On the one hand, due to the influence of time and energy, teachers cannot take care of all parents and introduce all the situation of children; on the other hand, parents are very busy with their work and lack the time and energy to communicate with teachers in a two-way manner. The existence of the above problems will lead to the gradual formalisation and superficiality of home and family co-operation, which will not be able to build a good environment for the growth of young children, and will naturally affect their future learning and growth.

Secondly, there are differences in education concepts. Parents not only want their children to have a healthy body, but also to have good grades and to win at the starting line in kindergarten. The early childhood stage is an important stage for children to form their initial character, morality and intelligence, which can prepare them well for their future development and growth. However, some parents focus their education on the improvement of academic performance, neglecting the development of the overall quality of the child; teachers are responsible for carrying out learning activities on the basis of ensuring the healthy growth of the child, and gradually improving the overall quality of the child. Therefore, in the process of home and family co-operation, it is very easy for parents and teachers to disagree on educational concepts, which will seriously affect the effectiveness of education.

4. Countermeasures of kindergarten education and teaching in the context of home-home co-operation

4.1 Strengthening the sense of co-operation between the home and the family

In the face of the new social and educational situation, kindergartens must realise the necessity of updating teachers' teaching concepts and adjusting their teaching methods as soon as possible, and take the initiative and actively adopt appropriate ways of carrying out training activities on different themes, so that teachers can comprehensively change their teaching ideas and methods in the course of their participation in training and in the course of their daily teaching, and realise the importance of close contact with parents. Home-home co-operation can ensure the effective implementation of quality education and the healthy growth of young children. [1] Therefore, teachers must carefully study the education programme from multiple perspectives, actively discuss and determine the goals of the longer-term cooperation with various disciplines and kindergarten leaders, and then make use of their accumulated experience to promote the longer-term cooperation and develop a more scientific and reasonable implementation plan. In the process of lively discussion, teachers can have a certain understanding and knowledge of home and family co-operation, and truly realise the necessity and importance of home and family co-operation. In their daily work, teachers will carefully observe and understand the teaching situation in the kindergarten, adjust the teaching programme according to the development and growth of the children, and then interact and communicate with the parents, so that the parents can grasp more ways to carry out education in the family, change the past state of passive cooperation between the home and the family, and ensure the all-round development of the children from multiple levels and angles.

4.2 Enhancement of two-way communication

(1) communication should be strengthened to expand the space for growth. In the eyes of young children, parents are not only the role models for them to learn and imitate, but also indispensable participants and important resources on the road of life. In order to better promote home and family co-operation and ensure the orderly development of kindergarten teaching activities, teachers should often invite parents to visit the kindergarten and introduce in detail the kindergarten's daily teaching situation and teaching process, so that more parents can actively cooperate with their own work. In this process, parents can fully understand the real learning environment of young children, agree with the teacher's teaching, introduce the real situation of young children from their own point of view, and give more

support to the teacher's daily teaching of the Abba to cook deterioration for you. In addition, the kindergarten can also take the opportunity to establish a parents' committee, so that every parent can understand and participate in the kindergarten's education and teaching, familiar with and understand the teaching progress and teaching process in the park, and this can also ensure the transparency, scientific and standardised kindergarten teaching.

(2) children learn to share, discuss and develop lesson plans together. Some parents are very busy with their work or do not pay enough attention to early childhood education, failing to fully understand the development and learning of young children [2]. In response to this situation, teachers should take the initiative to communicate with parents, share their own teaching methods and teaching experience, so that parents can grasp more suitable educational methods for young children, and jointly discuss parenting methods that can further promote the physical and mental health of young children and their all-round development. For example, kindergartens can carry out the activity of "family visits to the school" to build a good communication bridge between teachers and parents and increase the strength of communication; create a special QQ group, WeChat group, etc., so that all parents and teachers can share their child-rearing experience; teachers should encourage parents to fully express their own ideas and opinions and adjust the teaching programme according to the suggestions made by parents. In addition, teachers should also make full use of the WeChat public number and the circle of friends to share articles related to parenting; they can also make full use of the message function of the WeChat public number to collect and collate parents' ideas and learn about parents' education in the family on their leave, so that they can put forward more targeted suggestions, which can significantly improve the effectiveness of early childhood education and family education while ensuring the synchronicity of education.

4.3 Achieving complementarity of teaching and learning resources

First, creating a quality educational environment. Kindergartens can invite parents to work together to create a harmonious and warm educational environment for young children, which is also an important means of promoting cooperation between home and family. When optimising the activity area, parents and teachers need to participate in the discussion to fully explore the age characteristics, growth patterns, physical and mental development of the children, and to jointly determine the theme and direction of the educational environment; before the formal set-up, teachers and parents need to collect suitable decorative materials around the theme to ensure that the children are always in a freer and more comfortable environment for their growth. For example, when carrying out activities to welcome the New Year, teachers can invite parents to participate in the creation of the environment, not only to collect and organise the decorative materials related to the theme of the activity, but also to place the materials in the appropriate locations; not only to build up a good atmosphere for the New Year, but also to conform to the fresh and natural educational environment of the kindergarten. Different parents have different ideas and possess different strengths and working backgrounds. When creating the environment, teachers should not only invite parents to participate in the creation of the environment, but also guide children and parents to jointly decorate the environment, in order to create a quality learning environment and growth environment, and gradually bring parent-child relationship closer.

Secondly, parents should be attracted to participate in the management. In the process of home and family cooperation, kindergartens should not only attract parents to participate in educational and teaching activities, but also encourage parents to participate in the maintenance and management of the kindergarten, such as the creation of a volunteer team formed by outstanding parents. Teachers can communicate with parents in advance in WeChat groups, QQ groups, parents' meetings and other channels to introduce the concept, methods and contents of the parent volunteer team and encourage parents to sign up freely. After that, teachers need to do a good job of screening parents and selecting suitable parents to form a perfect volunteer team [3]. Internal members need to make full use of their free time to make suggestions around the kindergarten's education, management and other aspects of the situation, take the initiative to participate in the management and maintenance of the work, give full play to their supervisory role, and gradually improve the kindergarten's educational level. It should be noted that, when participating in the maintenance and management of kindergartens, parents need to fully understand the current growth of young children, analyse the current objectives, content and methods of kindergarten education, so as to significantly enhance the adhesion between families and kindergartens.

4.4 Joint home activities

First, early childhood development camps. In the context of the current education reform, more and more kindergartens have begun to adopt the "parent-assisted teaching" education method, and this

method has a strong promotion and facilitation effect [4]. Parents' living environments, growing experiences, cultural backgrounds, and work responsibilities are all quite different, and teachers need to explore more educational resources from parents' groups and make full use of them to attract more parents to participate in kindergarten education and management, so as to improve kindergarten teaching effect step by step. In the context of home cooperation, kindergartens can actively carry out different types of educational activities, such as early childhood development camps, allowing parents to come to the kindergarten to play the role of "assistant teacher". In the case of kindergartens, it is usually the mother of the child who participates in the programme, with the father seldom taking part. However, fathers are a vital presence in the growth and development of young children and should not be ignored. Therefore, teachers need to communicate with the parents of young children in advance, and advocate that fathers also participate in the activities of early childhood development camps, so that fathers can use their own courageous, strong and tough character to influence young children, so that young children can be full of positive energy. For example, when a child's father is a firefighter, teachers can invite the parents to come to the kindergarten to carry out fire education, to enhance the safety awareness of all children and preventive awareness of the role of the "fire teacher".

Second, parent-child festivals. China has a lot of traditional festivals, and these festivals are important opportunities to carry out educational activities and bring parents and children closer together [5]. Parents are usually busy with their work, and to a certain extent, they will neglect the life and education of young children. To address this situation, teachers can make full use of China's important festivals to carry out parent-child activities, so that parents can find time to learn about the current learning and growth of young children, but also to enable young children to have a more comprehensive understanding and knowledge of China's traditional festivals and traditional culture. For example, near the Mid-Autumn Festival, kindergartens can take the opportunity to carry out the theme of "family reunion and happiness"; near the Lantern Festival, kindergartens can carry out the activity of guessing lantern riddles. Before officially launching the activities, teachers need to communicate with parents in advance to understand their recent work schedules, and try to launch the festive activities when all parents are available. In addition to the children's parents, the children's grandparents can also be invited, so that the grandparents can also participate in the various activities carried out by the kindergarten. This not only enriches the content of the activities, but also activates the children's enthusiasm for participation.

4.5 Full display of school style

In home-home co-operation, interactivity is the most important feature [6]. In order to make home-home cooperation more active, timely and interactive, kindergartens should uphold the consciousness of lifelong learning, make full use of information technology to create kindergarten websites, and regularly upgrade and renovate them. Kindergartens need to always take home and family interaction as the focus of their work and make clear the objectives of website construction; pay attention to the updating and improvement of all kinds of information to ensure the standardisation of website behaviour construction and optimisation; follow the principle of full participation and encourage parents to put forward their own suggestions and ideas around the construction of the website. In the process of running the website, in order to make the website an important bridge connecting families and kindergartens, kindergartens must focus the website maintenance on updating and managing information. In their daily work, kindergartens need to systematically collect and collate the teaching situation of each class, the growth of young children, the development of activities, etc., and appropriately increase the frequency of updating, so that the content of the website becomes more colourful; build a special service window, and make use of online communication, online messages, etc., to gradually draw the distance between each other. For example, kindergartens can provide teachers with channels for uploading information, requiring teachers to regularly upload activity sketches, subject knowledge, classroom activities, etc., with the help of illustrations and text to let parents understand the current teaching progress and education in kindergartens. Teachers can set up special class albums for their classes, filming children's participation in kindergarten painting, activities, handicrafts, etc., and reminding parents to watch and consult them.

In addition, kindergartens should also urge teachers to update their own activity programmes and teaching tips on their websites, so that parents can accumulate teaching experience in the process of accessing them; kindergartens should pay attention to the creation of a teaching resource library, encourage parents, teachers and others to upload the educational resources they have collected, and do a good job of filtering the resources, so as to truly achieve the sharing of resources.

5. Conclusion

In conclusion, home and family co-operation is a kind of education method with purpose, commonality and planning, which can not only effectively promote the development of comprehensive ability of young children, but also improve the effect of home education and kindergarten education. Therefore, teachers should make use of a variety of ways to interact and communicate with parents, attract parents to participate in kindergarten education activities and management activities, and endeavour to create a high-quality growth environment and education environment for young children to ensure their comprehensive development and healthy growth.

References

- [1] Baifen Gao. *Enriching the way of home and family cooperation and improving the quality of home and family co-education*[J]. *Contemporary Family Education*,2023(01):20-23.
- [2] Zhenhong Gao. *The construction and implementation of home and family co-operative community in kindergarten teaching*[J]. *New Curriculum Teaching (Electronic Edition)*,2022(04):177-178.
- [3] Yuxi Chen. *Hand in hand, home and family co-education--Talking about new ideas of kindergarten home and family co-operation*[J]. *The Journal of Curiosity*,2022(04):23-25.
- [4] Peipei Bi. *Home and family co-operation teaching to promote kindergarten education and teaching work*[J]. *Science fiction pictorial*,2021(01):127-128.
- [5] Ruodan Li. *Strengthening home and family co-operation to improve the quality of kindergarten teaching*[J]. *Science Fairy Tales*,2020(28):164.
- [6] Lu Li. *Research on the Problems of Parents' Participation in Kindergarten Education in Home-Home Co-education*[D]. *Xihua Normal University*,2020.