

Effective Educational Measures for Kindergarten School Readiness

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Abstract: School readiness not only affects children's school adaptation, but also leads to social and economic stratification to a certain extent. School readiness is not only the individual preparation of young children, but also the preparation of the entire education ecosystem, that is, kindergarten, primary school, family and community should be prepared for school entrance. Many foreign countries have taken interventions to prepare children for school, but high-quality preschool education is the most effective measure. It includes: first, providing courses suitable for early childhood development. The curriculum suitable for children's development has the following characteristics: point to the key experience of children's development, accumulate key experience in practical operation, and promote the continuous development of children's key experience. Second, provide high-quality teacher-child interaction. The teacher-child interaction that helps to improve the level of children's school readiness is shown as: establishing a friendly teacher-child interaction relationship, providing emotional support to children who are assessed to have problematic behaviors in participating activities, interacting with children with low family socio-economic status, and creating a language communication environment. Third, recruit more high-level teachers. Fourth, provide adequate and appropriate hardware configuration. Fifthly, scientific childcare guidance should be given to parents.

Keywords: kindergarten; School readiness; Effective Educational Measures

1. Introduction

Kindergarten and primary school have great differences in all aspects, and school readiness can predict children's future academic achievements, career achievements, social status, etc; it means that the status of children's school readiness will affect their school adaptation in the near future and leads to the differentiation of social and economic classes in the long term. ^[1] Therefore, school readiness has received widespread attention.

Although many intervention measures have been taken in foreign countries to school readiness, it is the most effective measure to let children aged 3-4 from low-income families receive high-quality preschool education; ^[2] High-quality "one-day activities", "material environment" and "life activities" can significantly and positively affect children's social preparation, scientific preparation and painting preparation respectively. ^[3] Even receiving education in pre-school education institutions of middle or even lower quality still has a significant positive impact on disadvantaged children ^[4]. The quality of kindergarten education mainly refers to the quality of process elements such as curriculum teaching and teacher-child interaction; the quality of structural elements such as teachers, buildings, equipment and materials, the former is more important than the latter. ^[5] Kindertartens should improve the level of school readiness and reduce the difference in school readiness by providing high-quality education.

2. Provide curriculum suitable for early childhood development

The curriculum suitable for children's development is the guarantee for children's full school Readiness. Curriculum suitable for early childhood development has the following characteristics:

2.1 Point to the key experience of early childhood development.

For example, according to the requirements of "literacy" in primary schools, based on the form structure and word-forming method of Chinese characters, "literacy" is decomposed into key

experiences such as spatial sense, observation, image memory, reading comprehension, observation and comparison ability, so that children can develop their key experience of "literacy" in their daily life, thus preparing for the enrollment of "literacy". For another example, according to the requirements of "number calculation" in primary schools, it is necessary to first analyze the children's previous experience of "number calculation", and summarize it into understanding the combination and decomposition of numbers and numbers, being able to count, compare and sort numbers, and understanding the relationship between numbers, so that children can accumulate their previous experience of "number calculation" in primary schools in their daily life, so as to prepare for the enrollment of "number calculation".

2.2 Let children accumulate key experience in practical operation.

The Learning and Development Guide for Children Aged 3-6 clearly points out that "children's learning is based on direct experience, and kindergartens should support and meet the needs of children to gain experience through direct perception, practical operation and personal experience to the greatest extent." [6] According to the "literacy" requirements of primary schools, children's sense of space can be developed by "understanding up and down, left and right" in activities such as picture book reading, painting, jigsaw puzzle, and grid jumping, In art activities, "use various tools and materials to express what you see and think" and in scientific activities, "use pictures or other symbols to record" to develop children's image memory, "identify common signs" to develop children's reading comprehension in daily life, and "compare the similarities and differences of leaves" to develop children's observation and comparison ability in autumn outings, so as to prepare children for "literacy". According to the requirements of "number calculation" in primary schools, we can guide children to pay attention to the numbers and their meanings in the physical environment such as activity rooms, outdoor activity venues and buildings in the game and daily life, count the number of toys, books, tableware and other materials in the daily life and activity area, and perceive the quantity relationship in the learning tools such as point cards, spindle sticks and red sticks, Experience the combination and decomposition of numbers in the materials that can be disassembled and assembled, such as the castle shape in the structural area [7], and prepare for children's "number calculation".

2.3 It can promote the continuous development of children's key experience.

The key experience of children's acquisition is a continuous and gradual process. The kindergarten curriculum should follow the rules of children's physical and mental development, and support and guide children to develop from the original level to a higher level in the links of material delivery and teacher guidance. Taking the development of children's observation and comparative ability as an example, the curriculum provided by kindergartens should, on the one hand, focus on the continuity of key experience at all ages. For example, small class autumn outings require "willing to carefully observe things of interest and be able to observe their most prominent characteristics"; Mid-shift autumn outing requires "to be able to compare and observe one or more differences between two things"; big class autumn outings require "comparing one or more differences before and after the same thing". On the other hand, we should also pay attention to the continuity of key experience in all aspects of daily life and activities in all fields. We can launch activity materials that can attract children's sensory observation indoors and outdoors, including materials that produce light and shadow, materials that are aesthetic, materials that can emit sound, materials of different textures, materials with taste, etc. [8] to stimulate children's interest in observation and consciously guide children to perceive the salient features of a single thing, Compare the similarities and differences of multiple things, compare the differences before and after a single thing and make records. In addition, we should fully understand and respect the individual differences of children's development, put forward special key experience development requirements according to the actual level of individual children, and ensure that each child can obtain continuous development. For example, for small class children with strong observation ability, we can also put forward requirements for similarities and differences in many things.

3. Provide high-quality teacher-child interaction

The quality of teacher-child interaction is mainly reflected in the dimensions of teaching support, emotional support and classroom organization. It is a key evaluation indicator of kindergarten education quality, and will affect children's school readiness. The teacher-child interaction that helps to

improve children's school readiness is as follows:

3.1 Establish friendly teacher-child interaction.

From the perspective of emotion, the teacher-student relationship can be divided into three types: cordial type, dependent type and conflict type.^[9] The cordial teacher-student relationship can improve children's school readiness, while the dependent or conflicting teacher-student relationship can increase the problem of school adjustment.^[10] The friendly teacher-child interaction is shown as follows: the space distance between teachers and children is relatively close, there is eye interaction, the ability to smile, the addition of gestures, the relaxation of posture and the change of voice;^[11] The dependent teacher-child interaction is shown as follows: children are clingy or excessively dependent on teachers; Conflicting teacher-child interaction is manifested as: there are negative and disharmonious factors in teacher-child relationship, especially the negative stereotype and lowered expectations of teachers on children will affect their school readiness.^[12] Teachers should establish friendly teacher-child relationship rather than dependent or conflicting teacher-child relationship.

3.2 Provide emotional support to children who are assessed to have problematic behaviors in participating activities.

Teachers provide emotional support for children for one year, which can reduce children's problem behaviors, reduce the negative impact of problem behaviors on learning quality,^[13] and then give play to the positive impact of learning quality on classroom participation, and improve children's school readiness.^[14] Children rated as having problematic behaviors are less encouraged or asked about their personal feelings, preschool teachers should provide more emotional support to children who are assessed to have problematic behaviors in the activities, ask more about their ideas, what support they need, etc.

3.3 We should interact with children with low socioeconomic status in the family.

The research shows that 4-year-olds living in high family socioeconomic status listen to 30 million more words than 4-year-olds living in low family socio-economic status, which will inevitably affect the development of written language after enrollment;^[15] Preschool teachers give these disadvantaged children more speech input, which will promote their syntactic comprehension scores.^[16] In addition, teachers can also create opportunities for peer communication and interaction to prepare children for school.^[17]

3.4 Other

In addition, the research on the difference of school readiness generally shows that boys are less prepared for school than girls, and preschool teachers should pay special attention to the guidance of boys' school readiness.

4. Recruit more high-level teachers

Class size, teacher-child ratio, teacher education and other factors will affect children's school readiness; besides, class size and teacher-child ratio will also affect the quality of kindergarten education environment, but teachers' educational background will play an intermediary role. It can be seen that in kindergartens with large class size and high teacher-to-child ratio, teachers with high academic qualifications have a more significant positive impact on the quality of preschool education. By the end of 2021, the teacher-child ratio of kindergartens in China was about 1:15, and 12.4% of full-time teachers still had lower education than secondary school education.^[18] Based on this, kindergartens should strictly implement the provisions of relevant education policies and regulations, control the class size and teacher-child ratio, and improve the educational requirements for teacher selection; Even if the guarantee conditions for running a kindergarten are insufficient, we should support teachers to improve their academic qualifications, ensure the quality of kindergarten education and improve the level of children's school readiness by creating opportunities for teachers to receive re-education as much as possible.

5. Provide adequate and appropriate hardware configuration

Kindergarten hardware configuration such as kindergarten conditions, outdoor activity venues, playing aids and children's books will affect children's school readiness. Therefore, in order to improve the level of children's school readiness, the conditions of kindergarten buildings and outdoor activity sites should meet the requirements of the Standard for Kindergarten Construction; The provision of teaching aids and children's books should comply with the relevant requirements of the Quality Assessment Index of Kindergarten Care Education issued by the Ministry of Education and the forthcoming Guide to the Provision of Teaching Aids and Books for Kindergarten Play. More game materials with rich types, sufficient quantities and low structure materials should be put in, more picture books reflecting the characteristics of Chinese excellent traditional culture and modern life should be put in, and hardware configurations with the problem of "primary school" should not be allowed.

6. Scientific childcare guidance for parents

Parents have an important influence on children's school readiness, and wrong childcare cognition and behavior will have a negative impact on school readiness. China's public policies and social resources are not yet able to provide scientific childcare guidance to parents on a large scale and effectively, but the Regulations require that kindergartens should take "providing scientific childcare guidance to parents of children" as one of the tasks of kindergartens. Therefore, kindergartens can enrich parents' scientific parenting awareness of school readiness, improve parents' parenting ability, and help parents make educational intervention for children's school readiness by holding parent meetings, special lectures, home visits, one-on-one guidance, etc.

7. Conclusions

As a specialized educational institution, kindergartens should provide high-quality pre-school education services, including the quality of process elements such as curriculum teaching and teacher-child interaction; it also includes the quality of structural elements such as teachers, kindergartens, equipment and materials to ensure that children are ready for school and benefit from the upcoming formal school education. In addition, kindergartens can also carry out special individual intervention measures for children with insufficient school readiness, which is not discussed in this article.

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