

A Survey on the Family Guidance Ability of Kindergarten Teachers under the Background of "Double Reduction"

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Abstract: *This study investigates the current situation of kindergarten teachers' family education guidance ability under the background of the "double reduction" policy, analyzes the current situation and difficulties of kindergarten teachers' family education guidance ability, and proposes the following suggestions to improve kindergarten teachers' family education guidance ability: firstly, based on the "double reduction" background, build a home communication platform; secondly, carry out professional training in family education to enhance teachers' practical abilities in guiding work; thirdly, improve the incentive system for family education guidance and enhance the enthusiasm of teachers.*

Keywords: *double reduction, preschool teachers, family education guidance ability*

1. Introduction

In July 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Homework Burden and After-school Training Burden of Students in Compulsory Education (referred to as "double Reduction"), aiming at implementing the fundamental task of cultivating morality and educating people and promoting the all-round development and healthy growth of children and adolescents [1]. In October 2021, the Standing Committee of the National People's Congress passed the Family Education Promotion Law of the People's Republic of China (referred to as the "Family Education Promotion Law"), elevating family education to a legal level [2]. However, in January 2022, the Family Education Promotion Law came into effect. Under the background of the "double reduction" policy, the Family Education Promotion Law advocates giving more time back to the family, effectively responds to the importance of family education, provides strong legal support for the "double reduction" policy, and clearly puts forward the important status and role of family education [3]. Preschool education is an important link in the ecological chain of education, which has an important mission under the background of "double reduction". Therefore, under the background of "double reduction", how to do a good job in family education guidance for kindergarten teachers and better guide and support parents to carry out family education has become an important issue for education reform in the new era. In order to do a good job in family education guidance, the improvement of kindergarten teachers' family education guidance ability is the top priority to realize the specialization of family education guidance.

2. Research methods

2.1 Questionnaire survey method

By means of questionnaire survey, this study analyzes the current situation of kindergarten teachers' family education guidance ability under the background of "double reduction" from the aspects of kindergarten teachers' design and organization ability, cooperation ability, communication ability, autonomous learning ability and so on. The researchers sent out a total of 300 questionnaires and received 260, with a recovery rate of about 87%. After excluding invalid questionnaires, a total of 243 questionnaires were collected.

2.2 Interview method

In this study, the semi-structured interview method was adopted, and front-line teachers from public and private kindergartens in Liupanshui City were interviewed. Before the interview, the researcher prepared an interview outline in advance according to the results of the questionnaire survey, and then asked the kindergarten teachers questions according to the interview outline. During the interview, the researcher could conduct an in-depth interview according to the answer results of the teachers.

3. Current situation of kindergarten teachers' family education guidance ability under the background of "double reduction"

3.1 Current status of design and organization ability

3.1.1 Ability of personalized guidance

The results of questionnaire survey show that 88.89% of preschool teachers can take into account the family background of different children and give personalized guidance in the process of family guidance, while only 11.11% of teachers think that there is no need to consider the family background of different children.

3.1.2 Develop guidance plans

In terms of whether kindergarten teachers would make family education guidance plans, 61.73% of the teachers had such plans, accounting for more than half of the total; only 38.27 percent of teachers did not. It can be seen that most preschool teachers will have a plan to carry out family education guidance.

3.1.3 Ability to solve parents' problems

In the face of parents' requirements for early elementary school or higher than the development level of children, the vast majority of teachers can give parents appropriate guidance according to their own professional characteristics. Among them, 78.6% choose to help parents understand the development stage of children and establish a correct view of children; 14.4% of teachers will selectively accept; 3.29% of teachers will follow the requirements of parents; In contrast, 3.7 percent of teachers said no.

3.2 Current situation of collaboration capability

3.2.1 Ability to cooperate with teachers

In the process of family education guidance, it is very important to unify the opinions of teachers, which can effectively promote the development of family education work. According to the survey, in the process of family education guidance, 62.14% of the teachers always agree with the classroom teachers, 33.33% of the teachers think occasionally agree, 4.53% of the teachers think it is difficult to agree with the classroom teachers on family education guidance.

3.2.2 Ability to collaborate with experienced teachers

According to the survey on the cooperation ability of preschool teachers and experienced teachers, 65.84% of teachers would take the initiative to consult experienced teachers when they encountered problems in family education guidance, 6.17% would not take the initiative to consult experienced teachers, and 27.98% of teachers said that it depends on the situation. When confronted with difficult problems in family education guidance, 53.09% of teachers would consult experienced teachers, 5.35% would let go of problems, and 41.56% of teachers would cooperate and negotiate with parents after encountering problems.

3.2.3 Ability to cooperate with parents

According to the investigation and analysis of the cooperation ability between preschool teachers and parents, 90.12% of the teachers would take the initiative to consult experienced parents in the process of family education guidance, and 88.07% of the teachers would ask parents to provide resources when necessary, while only 11.93% of the teachers would not ask parents to provide resources.

3.3 Current situation of communication ability

3.3.1 Expression ability

According to the research data, 81.07% of preschool teachers think that mastering the methods and skills to communicate with parents can play a good role in the process of guidance, 17.28% think that it does not play a supporting role, and only 1.65% of teachers think that it will cause aversion to parents. It can be seen that most teachers will master some communication methods and skills when communicating with parents. When communicating with parents, 88.89% of teachers can clearly and accurately convey the content to be expressed, while 11.11% of teachers have difficulty in clearly and accurately conveying the content to be expressed. It can be concluded that most preschool teachers have good communication and strong expression ability.

3.3.2 Comprehension ability

According to the survey, 79.42% of kindergarten teachers could understand parents' subtext when communicating with parents, 14.81% pretended not to understand parents' subtext, and 5.76% of teachers said it was difficult to understand parents' subtext. In the survey of kindergarten teachers' understanding of parents' needs and ideas, it is found that 3.29% of teachers are difficult to understand parents' needs and ideas, 73.66% of teachers can understand parents' needs and ideas sometimes, 23.05% of teachers think that it is not difficult to understand parents' needs and ideas, it is always possible.

3.3.3 Ability to respond to parents timely

According to the survey, 79.42% of teachers will truthfully give feedback to parents and give guidance strategies when children have aggressive behaviors or other bad behaviors in the kindergarten, 13.17% of teachers will choose to say or not according to the severity of children's behaviors, and 7.41% of teachers will choose to say or not according to the educational attitude of parents. In the interview with teachers, the researchers found that most teachers would give feedback to parents based on the real situation and give some guidance strategies.

3.4 Status quo of autonomous learning ability

3.4.1 Reflective ability

Kindergarten teachers believe that there are still many deficiencies in family education guidance, mainly focusing on the methods, problems, abilities, knowledge, ideas and other aspects of family education guidance. Among them, 74.9% of teachers chose parents' education methods, 71.19% chose problems in family education, 62.55% chose parents' education ability, and the knowledge and concept of early childhood education accounted for 58.02% and 60.08% respectively. The guidance on prominent problems such as kindergarten adaptation and preschool connection was the lowest. The proportion was 46.91%. It can be seen that more than half of the teachers in the family education guidance can realize their own shortcomings.

3.4.2 Mastery of professional knowledge

According to the investigation of kindergarten teachers who have obtained the qualification certificate of family education instructor, most of the teachers do not hold the qualification certificate. 6.58% of kindergarten teachers think it is difficult for them to provide guidance on safety education to parents. 45.68% of kindergarten teachers can provide guidance to parents, and 47.74% of kindergarten teachers can provide guidance to parents in some aspects. Secondly, in terms of the formation of good behavior habits, 6.58% of teachers find it difficult to provide guidance to parents, 47.33% of teachers say that they can provide guidance to parents in some aspects, and 46.09% of teachers think that they can provide professional guidance to parents in the formation of children's good behavior habits. Finally, 6.58% of kindergarten teachers could not provide guidance to parents when giving guidance on nutrition, health care and physical development, 29.22% could provide guidance to parents, and 64.2% could provide guidance to parents in some aspects.

3.4.3 Initiative of independent learning

According to the analysis of the results of the questionnaire survey, only 37.04% of preschool teachers have conducted independent learning in family education guidance, and those who have not conducted independent learning account for more than half of the total number. It can be found that preschool teachers have low enthusiasm in independent learning. Through the analysis of the statistical chart, it is known that in the process of family education, most teachers think that the method is the

most need to master, followed by the knowledge of early childhood family education.

4. Existing problems and causes of preschool teachers' family education guidance ability under the background of "double reduction"

4.1 Existing problems

4.1.1 The ability of timely feedback in the guidance process needs to be improved

According to the results of the questionnaire survey, most kindergarten teachers have good understanding and expression skills. In the process of family education guidance, they can listen carefully and put forward reasonable suggestions. They can also respond to parents' questions and ideas to a certain extent. However, there is a problem of delayed feedback in the process of teachers' guidance. 44.19% of teachers will record or take photos of children's behaviors and give feedback to parents only when there is time, which indicates that many teachers are unable to timely communicate with parents about children's performance and behavior in the kindergarten, and fail to give corresponding guidance to parents in time. Secondly, for some kindergarten teachers, they tend to ignore the communication with parents due to the long working hours, so some teachers choose to communicate with parents briefly when the children leave the kindergarten, but this kind of communication fails to achieve good guidance effect to a large extent, and also leads to the lack of in-depth communication with parents and some problems. The behavior of children in the garden often means the development level and problems of children. If teachers and parents do not communicate and guide in time, it is likely to lose a better education opportunity. It can be seen that teachers' ability in timely feedback needs to be improved.

4.1.2 Lack of professional knowledge in family education guidance

After "double reduction", the key task of family education guidance ability is to realize three important changes of family education under the background of "double reduction" and improve the quality of family education. The survey found that most kindergarten teachers are young and have not worked for a long time. When it comes to family education, these young teachers often lack confidence. Secondly, preschool teachers lack professional family education guidance knowledge, and there is no practical experience in family education for children, so it is very difficult to carry out family education guidance. To sum up, kindergarten teachers' ability to guide family education is insufficient, and it is necessary to provide professional guidance and support for family education.

4.1.3 Low enthusiasm in carrying out family education

Through interviews, it is found that teachers generally say that they have no time to give guidance to parents in the process of family education, because their work tasks are already heavy and their current income is not enough to give them enough motivation to give family education guidance on rest days. They believe that if there are professional family education instructors to provide family education guidance to parents, they are willing to cooperate and provide relevant information.

4.2 Cause analysis

4.2.1 Preschool teachers have heavy teaching tasks and cannot timely communicate with parents

Wang said: "The education object of kindergarten determines that the work of kindergarten teachers is complicated and tedious. While ensuring the safety of children, they also need to carry out education and teaching work and meet all kinds of evaluation and inspection. Family education guidance for parents of young children can only be carried out after work, which increases a lot of burden on teachers [4]." At the same time, according to the survey results, many teachers first record the behavior of children, and then give feedback to parents during the break, unable to timely communicate with parents. Many teachers do not want to occupy their spare time, and will choose to feedback, communicate and guide parents when they leave the kindergarten. However, in a short time, teachers cannot deeply understand the performance of children at home, nor can they solve the problems in the process of family education.

4.2.2 There are few professional training opportunities for kindergartens to provide family education guidance to teachers

Kindergartens rarely provide teachers with training on family education guidance, so teachers do

not have a comprehensive grasp of relevant theoretical knowledge of family education guidance, and lack of understanding of the concept of family education guidance, which leads to teachers in family education guidance can't fully promote children's physical and mental health development, unable to help parents cultivate scientific and comprehensive education concept. In the interview process, researchers found that kindergarten teachers had few opportunities to participate in training, which resulted in the limitation of kindergarten teachers' family education guidance ability, and the phenomenon of low level of family education guidance ability and insufficient cognition.

4.2.3 The lack of corresponding incentive system in kindergartens makes it difficult to improve teachers' enthusiasm

The study found that the kindergarten did not combine the ability of family education guidance with the reward, and did not take the relevant content of family education as one of the assessment contents, and did not take the certificates obtained in the field of family education as the bonus points in the assessment. The assessment results of kindergartens do not reflect the due fairness, so teachers are not enthusiastic enough to participate in, so they are not willing to spend time and energy to improve their ability of family education guidance.

5. Suggestions on improving the family education guidance ability of kindergarten teachers under the background of "double reduction "

5.1 Build a home communication platform based on the background of "double reduction"

Kindergarten schools should pay attention to the mutual communication between kindergarten teachers and parents, and carry out practical activities in various forms. Only when the communication between families and kindergartens is more active, can the advantages of home cooperation be ensured. Parents can fully grasp the situation of children in the kindergarten, so as to cooperate with teachers to carry out a series of activities to promote the healthy development of children; Teachers can also understand children's personality characteristics through communication with parents, so as to subtly let children form good behavior habits in the kindergarten day activities. Through the actual observation in the park, the researchers explored the ways of home cooperation from both online and offline aspects.

Online channels: First, teachers can communicate with parents in real time through telephone, Wechat, QQ, Dingdou and other communication tools. When they encounter problems, they can communicate with parents at the first time to discuss solutions. Second, teachers can use the public number, video number and other network platforms, to show the performance of children on the above, so that some inconvenient parents can understand their children through the network platform, to form a better home communication.

Offline approach: Teachers can organize parents' meetings, parents' open days, lectures and other offline communication methods to achieve effective communication between the two sides of the home.

5.2 Carry out professional training of family education to improve teachers' practical ability in guiding work

Zhang pointed out that attending family education courses and training can effectively improve the guidance ability of family education, and some areas have tried to carry out relevant training [5]. However, according to the survey results, kindergarten teachers have few training opportunities to receive family education guidance, and their application of relevant knowledge to family education guidance needs to be improved. Therefore, kindergartens not only need to provide teachers with training opportunities related to family education, to improve their professional ability and professional quality; At the same time, it is also necessary to conduct research on the content of training, conduct in-depth analysis on the difficulties of family education in educational practice, and jointly discuss the strategies to solve the problems, so as to improve the level of teachers' family education guidance ability.

5.3 Improve the incentive system of family education guidance and enhance the enthusiasm of teachers

Encouragement mechanism is an important measure to help kindergarten teachers carry out family education guidance work. A scientific, reasonable and perfect teacher incentive system can stimulate teachers' greatest enthusiasm for work and help promote the development of teachers' family education and guidance ability [6]. According to the survey results, the current incentive system of kindergarten family education guidance work is not perfect, it is difficult to improve the enthusiasm and initiative of kindergarten teachers to learn family education guidance knowledge. First, improve the relevant system of family education guidance work in kindergartens, provide corresponding support for teachers' family education guidance, evaluate teachers' family education guidance work, so as to implement the kindergarten reward system. Secondly, the relevant knowledge of family education guidance should be included into one of the assessment contents, so as to promote the comprehensive development of children as the starting point and goal, encourage teachers to learn the relevant knowledge of family education guidance independently, improve the professional level of family education guidance, so as to promote the professional development of teachers.

6. Conclusion

Under the background of the "double reduction" policy, the society pays more attention to the family education guidance ability of kindergarten teachers. Through the investigation, researchers found that kindergarten teachers are not strong enough in the professional family education guidance. Moreover, the cooperation ability of kindergarten teachers in family education guidance is obviously better than self-learning ability, design and organization ability, and communication ability. Most of them can improve their own family education guidance ability through cooperation and mutual help with various parties. In order to effectively implement family education for parents after the introduction of the "double reduction" policy, preschool teachers are required to have sufficient educational knowledge reserve and experience to guide parents to carry out efficient family education, promote effective cooperation between families, and escort the healthy growth of children both physically and mentally.

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