

A Study on the Strategies of Two-way Cohesion between Kindergarten and Primary School in the Context of "Double Reduction"

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Abstract: This study is based on the background of the "double reduction" policy to study the two-way connection strategy between kindergarten and primary school, mainly through questionnaire and interview methods around a series of two-way connection work between kindergarten and primary school under the "double reduction" background, to understand the current situation of two-way connection between kindergarten and primary school under the "double reduction" background. The research results show that some kindergartens have low awareness of the "double reduction" policy; Formalization of two-way connecting activities; The frequency of communication between kindergartens and schools is low, and the following strategies are proposed: strengthen the promotion of the "double reduction" policy; Strengthen the importance of two-way connecting activities between young and young children; Strengthen communication and interaction between kindergarten and school, and enhance mutual understanding and cooperation, so as to smoothly help children achieve the transition from infancy to completion of challenges.

Keywords: double reduction, two-way connection between young and young children, strategy

1. Introduction

In July 2021, the Ministry of Education of the People's Republic of China issued the "Opinions on Further Reducing the Burden of Students' Homework and off Campus Training in Compulsory Education". The "Double Reduction" pointed out that it is necessary to reduce the burden of students' homework and off-school training[1]. This important measure has alleviated the learning pressure of primary and secondary school students, while supporting the two-way connection between kindergarten and primary school. Under the "double reduction" policy, on the one hand, young children do not have to bear an excessive burden of knowledge learning, reducing the pressure on enrollment; On the other hand, young children have more time to prepare for primary school life, which in turn will attract more educators and parents to pay attention to other aspects of children's development, which is a significant shift in the "two-way connection" between young children and young children. However, the introduction of the "double reduction" policy has also brought new challenges to kindergartens and primary schools. In order to better help young children adapt to the primary school campus, it is necessary for both kindergartens and primary schools to approach each other, actively integrate in both directions, and strengthen the continuity between the two learning stages.

2. The current situation of two-way connection between primary and secondary schools in the context of "double reduction"

2.1 Current situation of teachers' understanding of "double reduction" in kindergarten and primary school

According to the questionnaire survey, 96% of primary school teachers basically understand the "double reduction" policy and are gradually implementing it in their daily teaching work. 4% of primary school teachers said they do not understand the "double reduction" policy. When mentioning the reasons, they said that the local school did not organize teachers to systematically study the "double reduction" policy and did not promote the "double reduction" policy. 67.5% of kindergarten teachers basically understand the "double reduction" policy, but 32.5% of kindergarten teachers said they do not understand the "double reduction" policy [2]. When mentioning the reasons, they said that they are

busy with class affairs on weekdays and do not have too much time to understand the "double reduction" policy [3]. At the same time, they believe that the introduction of the "double reduction" policy has a significant impact on primary and secondary schools, while the impact on kindergartens is not obvious.

2.2 Implementation status of two-way linkage between kindergarten and school

2.2.1 Implementation mode

First of all, through field investigation, we learned that in order to achieve a good two-way connection between kindergarten and primary school, a joint teaching and research system has been established that connects kindergarten and primary school segments and integrates content. Primary schools and kindergartens actively carry out joint teaching and research activities. First grade teachers observe kindergarten games, and kindergarten teachers observe primary school first grade classroom teaching. The two learning stages walk into each other and have a heart-to-heart discussion[4]. However, after communicating with the teachers, we found that in the actual teaching and research process, they rarely communicate with each other, and even a large part of them say they have never communicated. As a result, teaching and research activities have become too formal and have not been truly implemented, mainly reflected in both online and offline aspects.

On the offline side, we understand that both kindergartens and primary schools have done a relatively good job of two-way connection between kindergarten and primary school. They will regularly organize teachers to hold seminars and two-way communication, or lead teachers to learn theoretical knowledge and understand educational concepts[5]. Some kindergartens and primary schools will also send teachers to each other for field visits, but the most common one is to lead teachers to learn theoretical knowledge and understand educational concepts for their respective businesses, the survey shows that some teachers believe that such training is not systematic enough, and is more one-sided and in a single form.

On the online side, teachers make full use of QQ, WeChat, official account and other resources to more conveniently help preschool teachers and primary school teachers to strengthen communication and effectively carry out online connection [6]. However, after communicating with teachers, we found that they only share some resources with each other, and there is little or no communication between teachers.

2.2.2 Implementation content

(1) Implementation content of physical and mental preparation and adaptation between kindergarten and school

According to our investigation, in order to do a good job of two-way connection between kindergarten and primary school under the background of "double reduction", both sides have implemented the following content in terms of physical and mental aspects.

Kindergartens and primary schools have launched a variety of sports activities to help children establish a positive school entrance mood. For example, there are rope skipping, stilts walking, basketball playing, and different kindergartens also have different gymnastics; There are exercises and running between classes in primary schools [7]. Through these different activities, children can have a healthy posture and promote their movement development. In addition, kindergartens help young children gain a preliminary understanding of the primary school environment through environmental creation and collective activities. Primary schools create environments similar to those of kindergartens, helping students better adapt to the new environment, and gradually becoming aware of identity changes during participation. At the same time, kindergartens and primary schools will organize activities to guide children to visit primary schools, and primary schools will also lead first-year students to enter kindergartens to communicate with children [8]. However, when organizing such activities in kindergartens and primary schools, they do not always organize them. Some teachers indicate that when organizing such activities, they only lead children to visit the primary school once, and when visiting the primary school, they will emphasize discipline and keep children quiet. At this time, primary school teachers will also emphasize to first-grade students that they should be role models for their younger brothers and sisters, not to speak and not to move around.

(2) Implementation content of life preparation and adaptation for both kindergarten and school

According to our investigation, in order to do a good job of two-way connection between

kindergarten and primary school in the context of "double reduction", both kindergarten and primary school have made changes in life preparation and adaptation, and implemented the following content.

Kindergartens and primary schools should first make requirements on work and rest times, such as requiring children to attend school on time, not to be late or leave early, and gradually moving closer to primary school work and rest times to alleviate children's time maladjustment. Secondly, in terms of self care ability, children are required to be able to increase or decrease clothing, organize personal belongings, and go to the bathroom on their own according to weather changes. Finally, in terms of labor, teachers will arrange for class duty students, and children need to complete their own tasks under the arrangement of teachers to cultivate children's labor awareness and responsibility. However, after interviews, it was learned that primary school teachers and preschool teachers value different directions in cultivating self care abilities. Primary schools focus on the individual organization of children's desks, textbooks, and other aspects, while kindergartens focus on the cooperation of several children in the organization of regional sanitation, material placement, and so on. Primary school teachers and kindergarten teachers have different understandings of sorting and different training directions for young children, so their ability to take care of themselves after entering primary school cannot be satisfied by primary school teachers.

(3) Implementation content of learning preparation and learning adaptation for both kindergarten and school

According to our investigation, in order to do a good job of two-way connection between kindergarten and primary school under the background of "double reduction", the implementation contents of learning preparation and learning adaptation by both sides are as follows.

In terms of teaching methods, kindergartens and schools have adopted game based teaching to help freshmen adapt to primary school teaching. When organizing collective teaching activities, kindergartens have extended the time for single activities and increased the number of activities, gradually transforming the "game based" teaching model into a "teaching based" teaching model.

(4) Implementation content of social preparation and social adaptation between kindergarten and school

According to our investigation, in the context of "double reduction", kindergartens and primary schools have implemented the following social aspects in order to do a good job of two-way connection between young and primary schools.

Kindergartens and primary schools first provide conditions for children to develop interpersonal communication and strengthen their sense of cooperation. Kindergartens promote children's interpersonal skills through regional activities, guide children to cooperate, and enable them to learn to help each other, communicate, and solve problems with their peers. Primary schools help children develop their interpersonal skills through group activities in the classroom, competition activities will also strengthen children's sense of cooperation and collective pride. Kindergartens and primary schools carry out various activities to cultivate cooperation awareness and develop interpersonal communication, in order to promote children's social communication skills.

3. Difficulties in the two-way connection between kindergarten and school in the context of "double reduction"

3.1 Some kindergartens and schools have low awareness of the "double reduction" policy

According to the "Guiding Opinions on Strongly Recommending the Scientific Connection between Kindergartens and Primary Schools" issued by the Ministry of Education, kindergartens and primary schools need to provide specific guidance on the physical and mental, life, society, and learning aspects of the two-way connection between young and primary schools. According to a preliminary survey, some teachers do not have a good understanding of "double reduction" and basically do not understand what a double reduction policy is. When asked about the reasons, they all said that schools and kindergartens did not organize teachers to conduct systematic learning and promote the double reduction policy. Through interviews, it was learned that in order to adapt children to the work and rest schedules of primary school, the kindergarten simply adjusted the work and rest schedules of the kindergarten, shortened their meals and lunch breaks, without providing some transitional guidance. In the cultivation of learning habits, some kindergartens only extend the time of collective teaching, and such cohesion work only stays on the surface and does not really go deep into the cohesion work,

which is fundamentally unable to solve the problems existing in the connection between young and young children from the source; Primary school teachers believe that delaying after-school services is equivalent to making up for classes after class. In after-school services, teachers position their role as student guardians, easily ignoring the teaching work of providing after-school services to students, resulting in insufficient performance of teachers' responsibilities and role. It can be concluded that some kindergartens and primary schools have a low level of understanding of two-way convergence in the context of "double reduction", and do not attach importance to policy requirements. As a result, two-way convergence continues to be conducted in the form before the introduction of "double reduction", leading to some kindergarten and primary school teachers not understanding the "double reduction" policy and the "guidance", unable to connect in accordance with specific guidance requirements.

3.2 Formalization of two-way connection activities

According to the preliminary investigation, in the two-way connection activity, both kindergarten and school have jointly established a two-way connection platform for preschool and primary schools, and regularly organize teachers to hold seminars to promote two-way communication between preschool and primary school teachers [9]. However, the kindergarten and school have not implemented teaching and research into practice, and teachers are also unable to timely update education concepts and receive education hotspots. Therefore, there is a certain formalization of two-way connection activities for preschool and primary schools. According to interviews with kindergarten and primary school teachers on the content of two-way linkage training for preschool and primary schools, it can be seen that some kindergartens and schools mainly lead teachers to learn theoretical knowledge and understand educational concepts, while they lack practical training for education. This can lead to less systematic training, more one-sided, single form, and less obvious training effects.

3.3 Low communication frequency between kindergarten and school

The two-way connection between kindergarten and primary school is a process of two-way connection between primary school and kindergarten. In this process, kindergarten and primary school should follow the characteristics and laws of children's physical and mental development, cooperate and collaborate with each other, and clarify their respective responsibilities and tasks. According to the questionnaire survey, 39.3% of teachers choose to communicate less, while 11.3% choose to communicate more. It can be seen that the frequency of communication between preschool teachers is relatively low, resulting in kindergarten teachers not being able to understand what problems children will have after entering primary school, and primary school teachers are also unable to understand the specific situation of children in kindergarten; Through interviews, it was learned that when organizing children to visit primary schools, kindergarten teachers would require children to abide by the rules in advance after arriving at primary schools, and not to walk around and make loud noises at will. At the same time, primary school teachers would also require primary school students to set an example in front of children. This not only hinders communication between older children and freshmen, but also fails to satisfy the curiosity of young children, thereby failing to experience real primary school life.

4. Strategies for two-way connection between kindergartens and schools in the context of "double reduction"

4.1 Strengthen the publicity of the "double reduction" policy

Kindergartens and primary schools should increase the publicity of the "double reduction" policy, help teachers correctly understand the "double reduction" through theme meetings, implement the "double reduction" into practice, and make some changes in the connection between kindergarten and primary school, such as providing delayed services, or combining the changes in the learning content and time of students after the "double reduction", organize and carry out after-school service activities, so that more children can reduce the burden while increasing their knowledge Interests and abilities.

4.2 Strengthen the importance of two-way connecting activities between young and primary schools

4.2.1 Construct an efficient two-way connection system for young children

Kindergartens and primary schools adopt the "one to one" model, sign cooperation agreements on kindergarten and primary school connection, conduct seminars, lectures, and other activities, share each other's teaching design and teaching concepts, discuss methods to promote two-way connection, summarize advanced educational experience, and achieve seamless connection in teaching content, methods, evaluation, and teaching methods. Education administrative departments should strengthen the importance of early childhood and primary school connection, integrate early childhood and primary school connection content into training content, enable teachers to understand the importance of early childhood and primary school connection, clarify the tasks and objectives of school preparation and school adaptation, understand the physical and mental development characteristics and educational laws of preschool children, establish scientific connection concepts, and master effective methods to better promote early childhood and primary school connection.

4.2.2 Improve the two-way linkage training mechanism system between kindergarten and school

The education administration department plays a guiding and regulatory role in formulating relevant implementation projects and objectives, implementing and refining the mechanism at the same time, and inviting experts to hold symposiums to increase the teaching and research guidance, project research, and on-site teaching activities of experts and professors. Through various activities, it builds a platform for kindergarten and primary school teachers to understand and learn from each other, enhancing mutual understanding between the two sides [10]. At the same time, it is necessary to develop training content based on the needs of teachers of different teaching ages, fully respect the willingness of teachers for the training time, and also pay attention to the flexibility of training. It is necessary to implement the two-way principle of connecting kindergarten and primary school, strengthen cooperation between kindergartens and primary schools, and actively explore the integration of teacher training in primary school kindergartens. Combine the cultivation methods of both sides, strengthen the interaction between preschool teachers and elementary school teachers in lower grades, and jointly study and formulate educational goals and plans for the transition stage between preschool and primary school, so as to better lay the foundation for children's enrollment.

4.2.3 Strengthen communication and interaction between kindergarten and school, and enhance mutual understanding and cooperation

Kindergarten schools should attach importance to the mutual communication between kindergarten teachers and primary school teachers, carry out practical activities in various forms, understand each other's work in the connection between kindergarten and primary school, and effectively solve the current problems in the two-way connection between kindergarten and primary school. Firstly, kindergartens can organize preschool teachers to observe primary school activities, allowing them to enter primary schools, gain an in-depth understanding of the curriculum content, teaching methods, and teaching modes of primary school teachers in the first grade of primary school, experience the differences between primary school education and kindergarten education, and help preschool teachers better prepare for enrollment; At the same time, primary school teachers can go into kindergarten classroom activities for on-site observation, and teachers from both sides can communicate to jointly determine the training direction, in order to understand the actual teaching environment of the kindergarten and the development level of children, so that kindergarten teachers and primary school teachers can understand the similarities and personalities between the two sides, which is conducive to the work of connecting children and primary schools. Secondly, when leading young children to visit primary schools, teachers should not impose excessive restrictions on young children and primary school students. Instead, they should encourage them to communicate more with primary school students, increase their understanding of primary school life, and stimulate their curiosity. Finally, a two-way communication platform can be established, such as sharing lectures and relevant policies on two-way connection between preschool and elementary schools on social platforms such as WeChat and QQ. Problems encountered during two-way connection between preschool and elementary schools can be discussed online and offline, and solutions can be explored and summarized to help teachers do a good job in two-way connection between preschool and elementary schools.

5. Conclusion

Kindergarten education is the foundation of lifelong education. The two-way connection between

kindergarten and primary school is an educational process that helps children make a smooth transition, and it is also a significant turning point in the process of children's growth. Therefore, the connection between kindergarten and primary school cannot rely solely on kindergarten, nor can it rely solely on primary school. It requires both kindergarten and primary school to change their concepts, act simultaneously, and move closer in both directions. In response, we have repeatedly studied the guidance of the "double reduction" policy, grasped its core spirit and philosophy, grasped the key to the integration of young and primary schools, and alleviated the convergence gradient of two-way integration between young and primary schools. Through investigation, we found that both kindergartens and primary schools carry out activities when facing the two-way connection between kindergarten and primary school, but there are still some difficulties in children's school preparation and adjustment after the activities are carried out. This study has proposed corresponding strategies based on the existing difficulties, hoping to provide some reference for the two-way connection between kindergarten and primary school in the context of "double reduction", and help kindergarten and primary school teachers better carry out the work of kindergarten and primary school connection.

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