

THEORY AND PRACTICE OF IMPLEMENTING THE CONTINUITY BETWEEN PRE-SCHOOL EDUCATION AND PRIMARY SCHOOL

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Connecting preschool children is the last and most important link in the primary stage of professional education. The key to making the connection between success and failure will never hurt a child's long-term development. However, how to solve this problem has always been a challenge. Over the years, more and more attention has been paid to the so-called "early childhood linkage", which usually refers to the involvement of teachers in pre-schools, regular schools, and children in primary and secondary schools, which can be seen as a direct preparation for child care. Combine kindergarten and primary school and learn how to use the environment before and after primary and secondary school. Kindergartens, primary schools and primary education in general are a catch-up system with relative stability and short-term characteristics. Today, the transition period for children from kindergarten and primary school to primary and secondary school is the most important, as it is the time when children re-adapt to the ever-changing environment. Social and interpersonal skills are the most important and specific aspect of a child's social adaptation, serving as a foundation and guarantee for establishing interpersonal relationships, learning and life.

The "primary school transition period" refers to the six-month period from preschool educational establishment to primary school, which is the transition period from preschool to school age. This period has both continuity and periodicity. During this period, the child's body and mind will undergo a certain process of quantitative to qualitative change, which is an important milestone in the child's life. How to do a good job of connecting old and young is a topic that people have always been paying attention to. Although the connection between primary and secondary schools is a key focus of the basic education system, in reality, there is currently a lack of communication and mutual understanding between kindergartens and primary schools, which causes children to show various discomfort during class. They enter elementary school. From this, it can be seen that the author has proposed strategies to improve the current situation

of primary and secondary school connection in the current education system.

1. The connection and difference between early childhood education and primary education.

Early childhood education and primary education are two important stages of education in a person's life, and there is a close connection between them. Early childhood education is an important component of basic education and a fundamental stage of school education and lifelong education in our country. Both early childhood education and primary education have their own characteristics, but transition should be a natural continuation of education. The popularization of early childhood education will inevitably make kindergarten learning a necessary preparation stage for primary school learning.

There is a clear difference between early childhood education and primary education. Kindergartens follow the educational principle of "combining care and education", with games as the basic activity, while primary schools mainly provide classroom and textbook education for children. The combination of learning and fun for kindergarten children, without homework or exams; After entering elementary school, there are many subjects to study, many exams, and a lot of homework. In addition, there is pressure on the primary school enrollment rate, and teachers consider academic performance as the main or even the only criterion for evaluating children.

2. The problem of early childhood transition

1. Lack of content and completeness, resulting in weak relevance.

In the four educations, the connection between intellectual education has been highly valued, but the connection between sports, morality, and aesthetic education has been ignored, especially the connection between social adaptability. In terms of intellectual education, the connection of knowledge is emphasized, especially in mathematics and Chinese, while the connection of learning interests, abilities, habits, and accumulated life experience is ignored. This one-sided connection largely violates the laws of teaching and hinders the healthy development of children's physical and mental health. Many kindergartens and preschool classes use primary school textbooks in advance, and even arrange them according to the curriculum of primary schools, leading to the phenomenon of "elementary education" in early childhood education. This approach not only fails to improve children's ability to adapt to school, but also cultivates bad habits, forming a mentality and ability that is not conducive to actively acquiring

knowledge and skills. The result is that children experience problems such as difficulty adapting.

2. The connection between early preschool age children and preschool age children is hindered, and parents have too many restrictions

Parents play a crucial role in the transition between childhood and primary school. However, many parents hold outdated beliefs and often value the accumulation of knowledge while neglecting moral education. They tend to focus more on results rather than processes, and place too much emphasis on short-term goals, neglecting the future lifelong development of young children. This eagerness for immediate success in children often leads to parents' excessive intervention in their children's natural instincts, resulting in invisible pressure that hinders kindergarten and primary school teaching activities. Therefore, it is necessary to deeply explore the meaning of parents' childcare awareness and concepts, in order to promote the smooth progress of the transition between early childhood and primary school.

3. Children lack transitional accumulation and have improvised supplementation

Effective connection between young children and primary school pupils takes some time. Because the cultivation of children's adaptability, willpower, self-control, lasting attention, active learning ability and enthusiasm needs to go through a process, and they cannot be eager to achieve. If a sudden connection is only carried out in the first half of the year when children are about to start school, it will result in poor effectiveness in the connection between early childhood and young children, and instead bring a sudden increase in physical and mental pressure to the children. Taking young children to visit elementary schools and having them introduced back to the kindergarten by elementary school pupils cannot effectively achieve the transition between kindergarten and primary school, and can also cause fear and embarrassment in children, affecting their confidence in future learning.

4. Neglecting the two-way connection between kindergarten and primary school, there is a one-way connection

Insufficient communication between kindergartens and primary schools leads to a lack of two-way communication. Kindergartens play an important role in connecting primary school pupils and adolescents, actively preparing children for school, actively approaching primary school, and striving to meet educational requirements as closely as possible educational content and teaching methods. However, primary schools rarely consider the characteristics of newly enrolled children and cannot actively

connect with kindergartens, resulting in a one-sided connection. Many primary school teachers do not know how to change their mindset, improve methods, and guide newly enrolled children to learn effectively. Some teachers also overlook children's desire for success and their psychological need for recognition. The assessment standards are strict, the assessment method is unique, and the praise words and attention of "encouragement" are not enough, resulting in some children experiencing difficulties, fear, and embarrassment in applying.

3. How to establish good communication between young children

1) A Correct Understanding of Preschool Education

Early childhood education is an enlightenment education aimed at cultivating individuals with comprehensive physical and mental development. Its task is not only to impart knowledge, but also to cultivate children's healthy physique and good qualities. Kindergartens should take cultivating the next generation as their own responsibility, strictly organize teaching according to the laws of early childhood education, and cannot be counterproductive.

The focus of preschool education should be on laying the foundation for primary school and clearly recognizing that the task itself is to prepare for school education. After entering school, the interest and enthusiasm for learning decrease, resulting in intellectual stagnation or delay. Kindergartens should prepare their children for primary school in accordance with the "Guidelines for Early Childhood Education" in terms of psychology, physiology, intelligence, and behavioral habits. Special attention should be paid to cultivating children's ability to observe and summarize things, further enhancing their organizational and control abilities, and cultivating their organizational and control abilities, creative imagination, and abstract logical thinking abilities in education.

To serve as a teacher, one should strive to improve their own quality, study and delve into the significance and standards of connecting primary and secondary schools. The long-term goal is to cultivate children's interest in learning, thinking ability, innovation awareness, and competitiveness. In daily activities, cultivate children's abilities in various aspects through various forms.

2) Optimize the connection between kindergarten and primary school, promote connections

Establishing a connection between kindergarten and primary school is crucial. Kindergarten teachers should actively participate in primary school teaching activities and seminars, and engage in two-way educational and teaching exchanges with first grade primary school teachers to achieve

mutual understanding, cooperation, and supplementation. Only in this way can we better promote the connection between childhood and primary school.

In order to ensure the smooth completion of the transition between kindergarten and primary school, kindergarten teachers need to fully understand the teaching situation of the first grade of primary school, including teaching content, curriculum design, class hour arrangement, teaching forms and methods, and the requirements for students. Only in this way can necessary arrangements and adaptability training be provided for the large class of kindergarten students. Correspondingly, primary school teachers also need to conduct in-depth research on the characteristics and specific content of early childhood education, and then provide appropriate adaptability training for new students according to the requirements of the first grade teaching syllabus. In this way, the transition between childhood and adolescence can be smoothly achieved in both the physiological and psychological aspects of children.

3) Strengthen the coherence and systematic nature of early childhood textbooks

This is the main part related to the connection between kindergarten and primary school, and plays a crucial role in cultivating children's interest in learning. If the content of early childhood education is repetitive, it can lead to a decrease in children's interest in the content they are learning, lack of concentration in class, and lack of seriousness in homework, which can have a significant impact on teachers' teaching. On the contrary, if there is a significant disconnect in the teaching content of young children, it can easily cause obstacles to their understanding of knowledge, and at the same time, it can also make them lose interest in new knowledge, lack confidence, and unable to achieve satisfactory teaching results. Therefore, it is necessary for us to conduct analysis, comparison, and research on the teaching content of kindergarten teachers and first grade teachers in order to ensure the continuity of the teaching content. Primary education also needs to constantly innovate and reform, and deepen quality education. For first-grade children who have just joined primary school, schools should create an environment that is both childlike and has a learning atmosphere for primary school students, in order to alleviate the psychological contrast between kindergarten and primary school. At the same time, the pace of the classroom should be adjusted appropriately, giving children more free space, flexibly managing break time, and reasonably reducing learning difficulty to reduce the learning pressure of new students. This helps to shorten the anxiety time of young children after entering primary school as

soon as possible, and helps them adapt to the learning style and pace of primary school more quickly.

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