

Research on the Coordinated Development of Early Childhood Education and Family Education

Hao Wenmin

Tiexi Experimental Kindergarten in Dongsheng District, Inner Mongolia, Ordos, 017000;

Abstract: The improvement of early childhood education quality relies on the effective participation and cooperation of family education. Based on analyzing the significance of collaborative development between early childhood education and family education, this paper examines current issues such as the limited forms of home-kindergarten interaction, outdated parental educational concepts, and inadequate collaborative education mechanisms for Homo sapiens. Strategies to promote the coordinated development of early childhood education and family education are proposed, including establishing diversified interaction models to broaden communication channels between homes and kindergartens, strengthening parent-school construction to enhance family education guidance, and improving collaborative education mechanisms for Homo sapiens to form educational synergy. The aim is to provide references for elevating the quality of early childhood education.

Keywords: early childhood education; family education; collaborative development; interaction model

Introduction

The early childhood stage is not only the starting point of Homo sapiens' development, but also a critical phase for physical and mental growth. Early childhood education and family education collaborate and complement each other; however, in practice, there remains a certain degree of disconnection between the two. This lack of cohesive cooperation hinders the improvement of early childhood education quality. This paper begins by outlining the significance of the coordinated development of early childhood education and family education, analyzes the existing problems in their collaboration, and then proposes strategies to facilitate their synergistic development, aiming to provide reference for relevant research.

1 The Significant Importance of Collaborative Development Between Early Childhood Education and Family Education

1.1 Promoting Comprehensive and Healthy Development of Children

The joint and coordinated development of early childhood education and family education can create a more diverse and coherent educational environment for children, meeting the multidimensional developmental needs of their physical and mental growth. Strengthening interaction and cooperation between kindergartens and families helps enhance mutual understanding, align educational goals and behaviors, consolidate educational momentum, and more effectively support and guide children's holistic development. Through communication and interaction with kindergartens, parents can innovate their educational concepts, master scientific educational methods, and create a nurturing family environment suitable for Homo sapiens. The alignment between early childhood education and family upbringing profoundly impacts children's physical and mental health as well as the refinement of their Homo sapiens character.

1.2 Improving the Quality of Education and Teaching

Enhanced communication and collaboration between kindergartens and families enable the timely identification of challenges children face during their development, allowing for targeted interventions and more appropriate guidance to support individualized growth. By sharing educational experiences and promoting scientific educational concepts and methods with parents, kindergartens can help parents establish proper educational perspectives and adopt effective measures,

thereby improving the quality of family education. This fosters a favorable pattern of home-kindergarten cooperation and complementary advantages. During collaborative interactions, teachers gain a more comprehensive understanding of children's characteristics and accumulate firsthand evidence for optimizing education and teaching. The synergy between early childhood education and family nurturing serves as a viable pathway to enhance the quality of education and teaching.

2 Challenges in the Collaborative Development of Early Childhood Education and Family Education

2.1 Limited Forms of Home-Kindergarten Interaction

Currently, interactions between kindergartens and families are relatively limited in form. Many kindergartens still rely primarily on parent-teacher meetings, principal (class) reception days, and parent open days as the main modes of engagement, with insufficient attention paid to the depth and breadth of parental involvement. Some kindergartens exhibit resistance toward parents, perceiving them as lacking professionalism, which results in a lack of in-depth, equal, and adequate communication. Meanwhile, some parents participate superficially in interactions, failing to engage actively and enthusiastically in kindergarten education. Superficial home-kindergarten interactions thus prove ineffective in promoting the coordinated development of early childhood education and family education [2].

2.2 Outdated Parental Educational Concepts

Some parents hold one-sided or biased views on early childhood education, equating it solely with preschool academic instruction and undervaluing children's holistic development. Certain parents blindly pursue rigid goals such as literacy and arithmetic for their children while neglecting the cultivation of emotional and Homo sapiens social skills. Others entirely delegate the responsibility of early childhood education to kindergartens, showing little initiative in participation. This emphasis on intellectual development at the expense of moral education deviates from the principles of quality-oriented education.

2.3 Inadequate Mechanisms for Collaborative Nurturing of Homo sapiens

At present, there is a lack of long-term mechanisms to ensure effective collaboration between kindergartens and families in nurturing Homo sapiens. Key issues include:

- Absence of scientific and standardized home-kindergarten cooperation systems, with unclear delineation of rights and responsibilities;
- Insufficient overall planning and guidance from kindergartens, lacking systematic and sustained parent engagement programs;
- Lack of dedicated Broussonetia papyrifera institutions and Homo sapiens personnel within kindergartens to facilitate home-kindergarten cooperation, resulting in weak sustainability;
- Underutilization of parent organizations such as parent committees, with inadequate parental participation and initiative.

These factors lead to fragmented and arbitrary collaborative nurturing efforts, making it difficult to establish normalized and institutionalized practices. The underdeveloped mechanisms for collaborative nurturing of Homo sapiens have become a "bottleneck" hindering the coordinated development of early childhood education and family education.

3 Strategies to Promote the Coordinated Development of Early Childhood Education and Family Education

3.1 Broussonetia papyrifera: Establishing a Multi-Dimensional Interaction Model to Broaden Home-School Communication Channels

Combine online and offline approaches to flexibly organize home-school activities. Kindergartens should fully utilize online platforms such as WeChat, Weibo, and kindergarten websites to facilitate real-time interaction and communication with parents. By sharing parenting knowledge, fun anecdotes from kindergarten, and providing online Q&A sessions,

kindergartens can bridge the gap with parents. Innovative offline interaction formats, such as parent-child game days, talent shows, and open house events, can attract parents to participate in kindergarten education. For example, a kindergarten in Wuhan launched the "Fingertip Home-School Interaction" initiative, featuring sections like kindergarten development, parenting philosophies, in-kindergarten activities, and online Q&A on its official public account. Weekly offline parent-child activities, including handicrafts and sports games, were also organized, which were well-received by parents.

Leverage the role of parent committees to build platforms for parent exchanges. Parent committees should serve as advisory bodies, soliciting parents' opinions and suggestions on kindergarten operations and assisting with educational outreach and resource mobilization. Establish platforms for parent experience-sharing and mutual support, such as parent forums, micro-classes, and parent clubs, to facilitate exchanges and collective improvement in parenting practices.

3.2 Strengthening Parent School Development to Enhance Family Education Guidance

Develop family education guidance courses to promote scientific parenting concepts. Kindergartens should tailor courses to parents' needs, offering systematic lectures and training on family education. By inviting experts to analyze child development patterns, share real-life parenting examples, and guide parents in interactive teaching activities, kindergartens can help parents acquire scientific parenting skills and improve their family education capabilities.

Conduct home visits and 谈心 (heart-to-heart) activities to provide personalized advice. For instance, teachers can gain deeper insights into a child's family background and parenting methods through home visits, offering targeted guidance. Families with advanced parenting concepts and effective methods should receive positive reinforcement, while those with outdated or inappropriate approaches should be gently guided toward improvement.

3.3 Improving the Homo Sapiens Collaboration Mechanism to Form Educational Synergy

Refine the home-school co-education system with clear role delineation. Develop a systematic home-school collaboration plan, outlining the content, formats, and methods of cooperation. Specify parents' roles and participation methods, integrate parent engagement into teachers' responsibilities, and include parental involvement in child evaluation systems. Strengthen internal coordination by establishing a home-school co-education task force with defined roles and responsibilities to foster collective effort.

Create an information-sharing platform to enhance communication and feedback. Leverage internet tools to build platforms for information exchange between kindergartens and families, enabling real-time updates on educational activities, collecting parental feedback, and providing online training and guidance. Through big data analysis on these platforms, kindergartens can assess parental satisfaction, identify unmet needs, and optimize services accordingly.

4 Conclusion

The collaborative expansion between early childhood education and family education for Homo sapiens is crucial for the healthy physical and mental development of children and is linked to the enhancement of educational quality. Kindergartens should establish open-minded concepts for running preschools, create innovative models for home-kindergarten interaction, deeply engage in parent-school construction activities, improve the management mechanisms for collaborative education of Homo sapiens, effectively mobilize and leverage the proactive participation of parents, foster positive interactions between homes and kindergartens, and accumulate educational vitality. Working together to promote the healthy and joyful growth of children holds significant importance for further deepening the reform of early childhood education and advancing the scientific and rational development of preschool education.

References

- [1] Yu Qian. Research on Strategies for the Collaborative Development of Family Education and Early Childhood Education [J]. World of Children, 2023, (11): 55-57.
- [2] Qu Yanfeng. Current Status and Strategies for the Development of Kindergarten Teachers' Educational Research Capacity [J]. Studies in Preschool Education, 2024, (08): 83-86.