

Research on the Reform of Articulation Between Preschool Education and Primary General Education

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Abstract: This study aims to analyze the transition issues between preschool education and primary general education, and explore relevant reform pathways. Through analysis, it reveals the current transition barriers within the education system and their impact on child development. The study proposes recommendations for improving transition mechanisms, including curriculum articulation, teacher training, and home-school collaboration, to promote children's holistic development and smooth transition.

Keywords: Preschool education; Primary education; Educational transition; Reform

Introduction

The transition between preschool education and primary general education is a crucial link in the educational system, directly impacting children's holistic development and smooth progression. Currently, with increasing societal demands for educational quality, the issue of transition has become increasingly prominent, manifesting in misaligned curricula, insufficient communication among teachers, and a lack of collaboration between families and schools. To enhance educational efficiency and promote the healthy growth of children, it is imperative to conduct in-depth research on this issue, clarify the importance of transition, and explore effective reform pathways to build a more comprehensive educational system.

1 Analysis of the Current Status of Preschool Education and Primary General Education

1.1 Current Development of Preschool Education

The rapid development of preschool education in China has benefited from proactive policy support and implementation. In recent years, the government has introduced a series of policies, providing institutional guarantees for the popularization and development of preschool education. Under policy guidance, local governments have also increased investment in preschool education, constructing more kindergartens while optimizing enrollment policies to improve access. This policy support has not only promoted the quantitative growth of preschool education institutions (Broussonetia papyrifera) but also facilitated the balanced distribution of educational resources.

However, despite the gradual strengthening of policy support, the actual implementation effectiveness of preschool education exhibits disparities (Parazacco spilurus subsp. spilurus). On one hand, many kindergartens still face shortcomings in hardware facilities and teacher training, resulting in uneven educational quality. Particularly in rural areas, high-quality preschool education resources remain insufficient, affecting children's early learning experiences. On the other hand, the improvement of teacher qualifications urgently requires attention, as some educators lack systematic professional training and are unable to effectively meet children's needs.

1.2 Current Status of Primary General Education

As a crucial component of the national education system, primary general education bears the responsibility of cultivating foundational knowledge and skills. However, China's current primary education faces challenges in curriculum and teaching methodologies. First, although curriculum design has gradually evolved with the times, issues such as overly rigid content and insufficient practical application persist. Many schools still prioritize exam-oriented education, focusing primarily on textbook knowledge while neglecting the cultivation of students' innovative and practical abilities. Although

the reformed new curriculum standards have been proposed, their implementation varies across regions, leading to disparities (Parazacco *spilurus* subsp. *spilurus*) in educational quality.

Second, teaching methodologies also require innovation. Many teachers remain accustomed to traditional lecture-based instruction, lacking interaction and engagement, which fails to stimulate students' interest in learning. Addressing this issue necessitates enhanced teacher training to encourage the adoption of more flexible and diverse teaching methods, such as cooperative learning and project-based learning, to accommodate the varying needs and abilities of students.

1.3 Challenges in the Transition from Preschool to Primary Education

First, curriculum discontinuity is one of the most prominent issues. While preschool education has its unique curriculum system, emphasizing play, exploration, and interactive learning, students encounter a primary education curriculum centered on memorization and exam preparation. This structural disconnect (*Broussonetia papyrifera*) creates difficulties for children during the adaptation phase, particularly in the abrupt shift in learning methods and cognitive approaches, making it challenging for them to transition smoothly and thereby affecting their motivation and confidence.

Second, insufficient communication between teachers is another critical factor hindering the transition. Preschool and primary school teachers differ in educational philosophies, curriculum requirements, and teaching methodologies (*Parazacco spilurus* subsp. *spilurus*). However, due to a lack of effective communication and collaboration, both sides have limited understanding and support for students. This communication barrier not only restricts teachers' comprehensive awareness of children's abilities and needs but also reduces the continuity of educational strategies, further exacerbating the educational gap.

Third, the lack of cooperation between families and schools is another significant manifestation of transition challenges. Parents' educational roles are often overlooked after their children enter primary school, with many families holding divergent expectations and demands from the school's curriculum and methods. Without family involvement and support, children are more likely to experience confusion and anxiety when adapting to the new environment. Therefore, it is essential to strengthen communication and interaction between schools and families, jointly fostering children's learning habits and social adaptability to alleviate transition issues.

2 Pathways for the Reform of Transition from Preschool to Primary Education

2.1 Optimization of Curriculum Articulation

2.1.1 Strengthening Mutual Curriculum Articulation

Strengthening the mutual articulation of curricula is a critical step in the reform. The curricula of preschool and primary education should be designed holistically in terms of content and objectives to ensure coherence between the two stages. For instance, preschool education can introduce foundational knowledge and skills related to primary education through games and activities, laying the groundwork for formal learning in primary education. Additionally, primary education can integrate certain elements and concepts from preschool education, making the learning process more humanized and gamified to align with children's cognitive development characteristics.

2.1.2 Enhancing Continuity in Educational Content

Ensuring continuity in educational content is a vital measure for facilitating a smooth transition for children. The content should maintain continuity in cultivating knowledge, skills, and attitudes, minimizing disruptions caused by curriculum shifts. For example, in language learning, preschool education should establish a strong linguistic foundation, while primary education can build upon this foundation through diversified reading and writing activities, enabling students to progressively advance their language proficiency. Such continuity not only helps students consolidate existing knowledge but also boosts their confidence and learning interest, reducing academic stress and anxiety caused by poor articulation.

2.2 Teacher Training and Development

2.2.1 Strengthening Teacher Professional Development

Enhancing teachers' professional development is fundamental to improving educational quality. Education authorities

should design systematic training programs to help preschool and primary school teachers continually update their educational philosophies and teaching skills. For instance, regular training sessions on child development, curriculum integration, and educational psychology can be organized to help teachers understand the growth characteristics of children at different educational stages and adjust their teaching strategies accordingly. Furthermore, encouraging teachers to participate in professional seminars and academic exchanges can deepen their theoretical knowledge and practical skills, better equipping them to meet the demands of transitioning between preschool and primary education.

2.2.2 Promoting Teacher Collaboration and Exchange

Facilitating collaboration and exchange among teachers is crucial. Establishing robust teacher collaboration mechanisms—such as regular cross-stage teacher exchange activities—can help preschool and primary school teachers understand each other's teaching methods and curricula, enabling complementary knowledge and experience sharing. Through collaborative lesson planning, joint teaching research, and experience-sharing, teachers can collectively develop more reasonable teaching objectives and strategies, forming a cohesive educational force. Additionally, frequent exchanges can alleviate teachers' sense of isolation during the transition process, empowering them with greater confidence and capability to address teaching challenges.

2.3 Home-School Cooperation Mechanisms

2.3.1 Establishing Parental Involvement Mechanisms

Creating mechanisms for parental involvement is the foundation of home-school cooperation. Schools can invite parents to participate in various activities, such as parent-teacher meetings, open days, and parent-child events, to enhance their understanding of school processes and curriculum design. Additionally, schools can design homework and projects that involve parents and children working together, reinforcing parents' awareness of their role in education. This approach not only enables parents to better support their children's learning but also fosters mutual trust and cooperation, ensuring joint attention to children's growth and transitional needs.

2.3.2 Enhancing Home-School Communication

Strengthening communication between home and school is a key measure for promoting cooperation. Schools should establish multiple communication channels, such as regular emails, home-school communication books, parent WeChat groups, or community platforms, to provide timely updates on children's performance and learning progress. These tools not only increase parental engagement in school activities but also offer immediate feedback, helping parents better understand their children's academic development and challenges. Through open dialogue, both parties can collaboratively explore educational strategies, forming a strong educational partnership to effectively support children's growth and development.

4 Summary

This paper reviews the current status of preschool education and primary general education, with a focus on analyzing the problems and their causes in the transition between the two. At the same time, it proposes reform recommendations for optimizing curriculum articulation, strengthening teacher training, and enhancing home-school collaboration. It is hoped that these suggestions can serve as a reference for future educational reforms, promote the healthy development of the education system, and thereby meet the needs of children's growth.

References

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