

Analysis on the Phenomenon and Motivation of the Tendency of Kindergarten Education Towards Primary School

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ABSTRACT

This paper analyzes the phenomenon of forward education in kindergarten education, which is called "tendency of kindergarten education toward primary school". The education of tendency toward primary school mainly embodies the following four aspects: too much educational content, single classroom organization, unscientific concept of teachers' education, and inappropriate evaluation criteria. The factors causing this educational phenomenon mainly include: educational concept, competitive pressure and economic factors. This paper discusses the close relationship between these factors and China's cultural, economic and social development.

Keywords: education of tendency, primary school, kindergarten

I. INTRODUCTION

The "tendency of kindergarten education toward primary school" is a unique concept of China. It is a phenomenon with the process of exploring and implementing kindergarten education. The emergence of this phenomenon is the result of the development of political, economic and cultural. The related research began in the 1980s and received great attention after 2000. At the government level, the latest document is the *Notice on carrying out the special management of "Primaryization" in Kindergarten* issued by the General Office of the Ministry of Education in July 2018, which defines the negative impact of primary education.

II. THE CONCEPT OF TENDENCY OF KINDERGARTEN EDUCATION TOWARDS PRIMARY SCHOOL

In China, kindergartens are divided into public kindergartens and private kindergartens. Kindergarten education refers to the education and care behavior carried out in a certain institution for 3-6 year-old children. It is generally believed that the "kindergarten education toward primary school" is described as the education implemented in kindergarten violates the regular pattern of children's physical and mental development; learning organization is according to the learning content and learning style of primary school students; learning the content of primary education that exceeds their cognitive development level in advance. [1] The education toward primary school is not conducive to the healthy growth of 3-6 year-old

children, which may cause serious consequences of suppressing children's nature, strangling children's potential, depriving children of their right to grow up happily, and hindering children's all-round development. [2]

On the whole, the number distribution of kindergartens which carry out the primary school content shows two characteristics: one is that there are more kindergartens in rural areas than in urban areas, the other is that private kindergartens are more than public kindergartens. This is closely related to the level of economic development, the level of supervision and the educational level of parents in the area where the kindergarten is located.

III. THE CONCRETE EMBODIMENT OF EDUCATION OF TENDENCY TOWARDS PRIMARY SCHOOL IN KINDERGARTEN

The phenomenon of education of tendency toward primary school in kindergarten is mainly reflected in the following four aspects: educational content, teaching organization, teachers' values in education and evaluation criteria.

A. Educational content

Kindergarten education content of tendency toward primary school is characterized by intellectual education, emphasis on knowledge teaching, deviation of educational objectives, and the choice of teaching substance comes from the first-grade textbooks of primary school. The courses such as English and

Mental abacus calculation are generally offered, and language and mathematics are regarded as the main subjects. The teaching contents are great numerous and difficult. These teaching contents exceed the cognitive development level of 3-6 year-old children and belong to forward education. [3] Most of the teaching contents are chosen by teachers, and the children are not interested. Teachers consider that knowledge needs to be taught early, and parents regard children's more learning as the standard of "winning". Inappropriate educational content causes that the children are not interested in learning, and even have a psychological resistance. The teaching content is too difficult for children to achieve learning goals through efforts, which is a blow to the self-confidence of learning.

B. Teaching organization

The tendency toward primary school tends to adopt the classroom teaching organization as the mainly teaching methods. The educational method is single, rarely implement group activities and individual activities. The class environment is monotonous, lack of children's interest. [4] In the implementation of teaching, there are few children operating teaching aids by themselves. The situation of assigning homework after school is relatively common. In terms of teaching time, it is basically the same as that of primary schools, each class is more than 40 minutes, and the way of game teaching is seldom used. The way of learning is mainly to listen and imitate, with less freedom, creation and discussion. Teachers attach importance to the discipline of young children's listening in the classroom. A survey in Haikou City (Hainan Province) shows that teachers spend more than 20% of the total teaching time on maintaining discipline in the classroom. The specific requirements are sitting upright, quiet and serious other strict requirements. The children's performance is anxious, nervous and difficult to control. [5] Inappropriate classroom organization makes children appear passive in learning, reduces the effect of learning, and restricts children's nature and enthusiasm of learning.

C. Educational concept

In the survey of kindergartens in Hunan Province, it is found that nearly 50% of preschool teachers believe that "kindergarten education is to prevent children from losing at the starting line", and more than 40% of preschool teachers agree that "academic tests measure children's learning is a good way". More than 30% of preschool teachers agree that "kindergarten education mainly implements the education of basic cultural knowledge and skills such as reading, writing and arithmetic." It can be seen that preschool teachers generally lack scientific educational concepts and do not pay attention to children's physical and mental characteristics. [6] The unscientific educational concept

directly affects the educational behavior and becomes the key factor of causing the behavior of implementing primary education in kindergarten education.

D. Evaluation criteria

At present, there are many unreasonable evaluation criteria for children in kindergartens. The form of evaluation is mainly made up of examination and homework. The content of evaluation is to master the amount of knowledge, and the way of evaluation is single, only depends on the results, lack of process evaluation. [7] Some kindergartens still rank the children in their classes with obvious characteristics of primary school evaluation. Child discipline is also regarded as one of the important criteria. Obedient children are considered good children, and those who can sit still are excellent. These are not in line with the lively and active age characteristics of children. The evaluation criteria of primary school mislead the direction of children's efforts to grow up, so that many children "miss" a good childhood.

IV. ANALYSIS ON THE MOTIVATION OF TENDENCY TOWARDS PRIMARY SCHOOL IN KINDERGARTEN

A. Utilitarian view of talent

In Chinese history, the evaluation criteria for talents are mainly focused on knowledge learning and moral character. Studying hard and passing the examination to become a government official is the only choice for many students. Now, parents' requirements for children's knowledge learning have been continued, while their moral and etiquette requirements have been weakened. Learning more knowledge and learning knowledge earlier than other children have become an important standard for parents to keep up with each other. This abnormal view of talent ignores the cultivation of children's all-round development, resulting in the phenomenon of better intellectual development of Chinese children, but the development of other aspects lags behind. In order to achieve the most obvious learning effect, centralized teaching has been considered the fastest way in knowledge memory, so it is generally welcomed. This way of learning, which knowledge is explained by teachers and memorized repeatedly by students, has been adopted by many kindergartens and has become a typical way of learning in primary schools.

B. Excessive downward movement of competitive pressure

China has a large population, and there is a great pressure of competition in life and work. Many media have moved the job competition of adulthood down to the basic education stage, and finally extended to the

kindergarten stage. The slogan "Don't lose at the starting line" is accepted by many parents, who are very anxious about raising their children, fearing that their children's development lags behind other young children, so that they can't find a good job when they grow up. In this tense atmosphere, many parents choose to force their children learn knowledge early and learn more talents, not only learn hard, but also keen on pre-exam Olympic math competitions, piano, dance and other award certificates and grade certificates. Most parents sign up for more than 2 interest classes or specialty classes for their children beyond normal kindergarten study, so as to make their children more competitive. Children's life has become very busy, and various types of training courses and interest classes are organized by both kindergarten and out-of-school training institutions and companies. Most of the training courses are held on Saturdays and Sundays, and some of them are taught in the evening, which takes up children's daily life, games and rest time, and makes children's childhood lack a lot of joy and freedom.

C. The stimulation of educational economy

The economic factors behind the tendency toward primary education in kindergarten are very obvious. Private kindergartens in order to survive, ensure the number of students, choose to meet the needs of parents, provide primary school curriculum and teaching methods, rather than in accordance with the scientific way of education. If the needs of parents cannot be met, the number of children entering the school will be reduced, thus reducing the economic income and affecting the profitability of the kindergarten. A similar phenomenon also exists in public kindergartens. However, there are also some kindergartens that adhere to the scientific and comprehensive training of children's educational behavior, but do not account for the majority in quantity. Economic constraints also affect the supervision of the government. In the areas where the government invests more funds for the construction and operation of kindergartens, with the support of government funds, the living conditions of kindergartens are better, the standardization of kindergartens is better, and the supervision is stronger. They can form a virtuous circle. In the areas with less investment, the supervision is more difficult and the supervision effect is not good.

V. CONCLUSION

This article discusses the unique phenomenon of forward learning in kindergarten education in China. It can be found that the teaching content exceeds the level of children's development, while the teaching method is single. There are few autonomous learning methods, and the learning pressure is high. Parents and kindergarten teachers generally believe that the

development of intelligence and the accumulation of knowledge are the most critical and important for children. The reasons for the existence of this kind of educational phenomenon are the parents' view of children's achievement, the premature downward movement of survival pressure, and the temptation of educational economy. In the future, the government needs to take measures to change the upbringing concept of parents, standardize the teaching behavior of kindergartens, and protect the legitimate rights and interests of children, which will become a challenge in the development of kindergarten education in the next decade.

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