



The Importance of Family and Kindergarten Cooperation in Infant's Mental Health Education

Hanqing Wu^(✉)

University of Wisconsin-La Crosse, La Crosse, USA
1280538273@qq.com

Abstract. The harmonious development of infant's physical and mental health is the educational goal of the kindergarten stage, which specifically means that the individual's physical, psychological and social adaptation are in a sound state, not only the absence of disease or weakness. The healthy development of psychology, as a necessary part of the all-round and healthy development of infant's body and mind, affects the overall development of individuals. As a kindergarten, it is obligated to carry out corresponding mental health education to pay attention to and promote the development of infant's mental health. However, infant's mental health is facing various challenges and needs to be paid attention to and solved urgently. As the two major systems that affect infant's psychological development, the starting point and research question of this study is how to carry out effective mental health education in kindergartens and families, so as to enable infant's psychological healthy development. Therefore, this paper first introduces the concepts of mental health and mental health education, which provides a theoretical basis for this study. Secondly, from the perspective of developmental psychology, this paper analyzes the value of family kindergarten cooperation in infant mental health education. Finally, this paper proposes strategies for better cooperation between families and kindergartens in mental health education, which can provide reference for improving the quality of infant's mental health education and promoting the development of infant's physical and mental health.

Keywords: Infants · Mental Health Education · Family and Kindergarten Cooperation

1 Introduction

The harmonious development of infant's physical and mental health is the educational goal of the kindergarten stage. However, at present, parents and kindergartens in early childhood pay more attention to their physical health, and problems in their mental health are easy to be ignored. The research of modern development psychology shows that early childhood is one of the fastest periods of physiological and psychological development in the life course, and many key periods of a person's psychological development are at this stage. At the beginning of kindergarten, every child is a distinct and unique

individual. Children have been deeply branded with the imprint of family education. Kindergarten carry out targeted education only by effectively communicating with the family and understanding each child's family education background and personality characteristics. The education of mental health especially needs such communication and cooperation [1].

Through reading literature, it is not difficult to find that the issue of preschool mental health education and family and kindergarten cooperation is one of the hot topics in kindergarten curriculum research. Under the guidance of the new concept of early childhood education, it should be studied "mental health education" in a down-to-earth and conscientious manner. Therefore, the origin of this research is to explore how to use effective family and kindergarten cooperation to implement mental health education for infant, so as to contribute to the development of infant's mental health in kindergartens and families.

2 Related Concepts

2.1 Mental Health

Mental health has complex characteristics, such as normal intelligence, determination, emotional stability and so on. These factors are the criteria to evaluate whether a person is mentally healthy. Due to its various complex features, "mental health" has not yet formed a unified description. In 1946, the International Conference on Mental Health proposed that the so-called mental health refers to the development of an individual's state of mind into the best state in terms of body, intelligence and emotion, within the scope of not contradictory to the mental health of others [2]. Later, many psychologists further elaborated on it, such as Arthur s. Reber's emphasis on the important role of behavior and emotion regulation and adaptability in mental health, Zheng Richang, Chen Yongsheng and others' differentiation and elaboration of the positive and negative meanings of mental health [3].

There's a big difference between mental health and physical impairment. Mental health is generally manifested as normal intelligence, emotional health, sound will, personality independence, self-evaluation, harmonious relationship, social adaptation, mental age and so on [4]. The manifestation of physical injury is the destruction of the integrity of the body structure, or the difference or loss of physiological and psychological functions.

According to previous studies and explanations, the author defines mental health as "a positive and stable psychological state that has no clinical psychiatric symptoms, meets the standard of normal physical and mental development, has good self-awareness and adaptability, and can be accepted by the society".

2.2 Mental Health Education

Mental health education refers to an educational activity that according to the characteristics of individual physiological and psychological development [5]. It is an important part of quality education and an important link to implement the cross century quality education project and cultivate cross century high-quality talents by using relevant

psychological education methods and means to cultivate good psychological quality to promote the overall and harmonious development of individual body and mind and the overall improvement of quality.

2.3 Mental Health Education for Infant

Infant mental health education refers to the use of relevant educational methods and means by teachers to cultivate infants' good psychological quality according to their physiological and psychological development characteristics in order to protect their mental health. It is an educational activity to promote the harmonious development of infant's physical and mental health and the all-round progress of quality education [6]. It includes the education of infant's healthy emotion, positive emotion, good personality and will quality.

3 The Value of Family and Kindergarten Cooperation in Infant's Mental Health Education

3.1 Understanding the Background of Infant's Family Education

The family is the first educational environment for infant, so that they can experience interpersonal relationships in the family and form a good attachment relationship in the family. When a child enters a kindergarten from his family, the environment that affects him has changed from the original family environment to two micro systems, family and kindergarten. These two micro systems interact with each other and form an intersection [2]. Kindergarten education cannot play an independent role without the influence of infant's family education. When a teacher takes a child from a parent, he or she should get first-hand information from the family, including the child's behavior, hobbies, temperament and other information. Therefore, the kindergarten can not carry out mental health education activities without family and kindergarten cooperation, especially for individual infant with mental health behavior deviation, through in-depth home communication, find and analyze the root cause of the problem, and provide basis for formulating effective problem-solving strategies.

3.2 Providing Support for Infant's Mental Health Education

Family is an important partner of kindergarten. As far as infant health education, especially infant mental health education is concerned, the active cooperation of families is more important [7]. Today's education is teacher child interaction and parent-child interaction education. Implementing mental health education for infant is not just a unilateral task for kindergartens. If kindergarten education is one set and family education is another, it will inevitably reduce the effect of kindergarten education. On the contrary, if the home jointly creates a mental health file for infant, it can exchange information in a timely manner, guide family education not to deviate from the general direction, and also provide a basis for teachers to "teach students in accordance with their aptitude", which helps the home form an educational synergy and jointly promote infant's mental health.

“Family and kindergarten cooperation” is an important window for parents to understand the kindergarten. First, “family and kindergarten cooperation” enables parents to pay more attention to the education work of the kindergarten [1]. Second, “family and kindergarten cooperation” enables parents to learn to cooperate. It is the focus of the work to enable parents to learn to cooperate to achieve better home interaction effect. Third, “family and kindergarten cooperation” enables parents to learn to interact with teachers. For example, “The Heart Sutra for Raising infant” and “The Family Education Guide”, such interactive sections often introduce some successful childcare experience and some common sense of health care to solve some parents’ confusion, and also allow parents to communicate with each other and share successful experience [2]. Finally, “family and kindergarten cooperation” gave parents a satisfactory feedback. In a word, “family and kindergarten cooperation” enables parents to pay attention to education, cooperate with education and participate in education, providing strong support for kindergarten to carry out mental health education.

3.3 Achieving the Best Effect of Infant’s Mental Health Education

Early childhood education is a very complex thing, not one that families can do alone, nor that kindergartens can do alone on the one hand. Only by combining the two aspects can we achieve full and balanced results. The cooperation between families and kindergartens is particularly important for infant who have entered a totally different collective environment from their family environment. First of all, family and kindergarten cooperation is the need for human development. For people, the cultural world is the most essential. Therefore, infant’s mental health education must start from the activities, roles and interpersonal relationships that infant experience in the specific environment of their families and kindergartens, assist relevant social forces, and jointly promote the development of infant’s mental health. Secondly, family and kindergarten cooperation is conducive to the full use of parents’ resources. It is not only kindergarten education that affects the development of infant, but kindergarten is just one of the environments that infant are affected by education. The family is a more important growth environment for kindergartens. It plays an educational role all the time. In addition, the irreplaceable blood relationship, family relationship, economic relationship and family influence between parents and infant make the influence of family education in some aspects (including the subjectivity as a personality feature) even exceed that of kindergartens.

Therefore, family education is more infectious, long-term and targeted, with rich and complex educational content and flexible educational methods [1]. Firstly, families and kindergartens are the main places for infant to live and learn. The development of infant can be said to be the result of integrating the learning experience obtained from the two places. Family and kindergarten cooperation can make the learning experience from two aspects more consistent, continuous and complementary: on the one hand, mental health education is a continuous systematic project, and the experience acquired by infant in the kindergarten can be continued, consolidated and developed in the family. On the other hand, infant’s mental health education is not a simple sermon, but requires participatory experience and application. Infant’s experience gained at home can be used, expanded and improved in the kindergarten learning process. Secondly, family and kindergarten cooperation and the establishment of a close partnership between parents and teachers

can effectively promote infant's emotional and social development, enable infant to feel support, obtain a sense of security and happiness, enhance infant's self-esteem, enhance infant's self-confidence, communicate with friends and their optimistic attitude towards life, and learn a positive attitude to participate in life [2]. Family and kindergarten cooperation, forming a joint force of education, creating a consistent and harmonious home education and education environment, and improving infant's mental health.

4 Strategies for Family and Kindergarten Cooperation in Kindergarten Mental Health Education

4.1 Attaching Importance to Infant's Mental Health

First of all, from the perspective of kindergartens and teachers, we should establish a big concept of infant health education. In line with the attitude of being responsible for the harmonious development of each child's physical and mental health, teachers should cultivate infant's good psychological qualities such as being willing to explore, be willing to communicate, adapt to the new environment, be confident and optimistic. At the same time, they should pay attention to infant's mental health education, strengthen the professional training of preschool teachers, and provide teacher support for the development of infant's mental health education activities. At the same time, at the level of parents, the kindergarten should help parents to improve the scientific child care level. Combining the actual situation of the kindergarten, the kindergarten should creatively carry out work, such as setting up a parent school, formulating "parents' reception day", "parents' child care salon", "mental health education" telephone counseling and other systems, to provide support to help parents improve their child care level. Meanwhile, they should set up a targeted parenting forum to encourage parents to exchange their own parenting experience and confusion. Through the establishment of a special journal on child care or the issuance of relevant family education materials, parents can enrich their vision of child care and help them change their ideas, so as to establish a correct concept of child health. At present, many parents often ask their child to attend various training classes and run around in various interest classes on weekends. They often ask their child how many words they know today, how many questions they can solve, etc. However, parents do not know that they feel very successful, but this will gradually lead to infant's weariness of school, increase their burden, and seriously affect their healthy growth. Therefore, parents' ideas, culture and moral quality will affect infant in varying degrees. Kindergartens should impart the concept of health education to parents. Special counseling on infant's mental health knowledge can be carried out so that parents can initially understand infant's mental health knowledge and improve the level of family parenting. For example, teachers should strengthen the study of such documents and regulations as the *Outline of the National Medium and Long Term Education Reform and Development Plan*, the *Guidelines for Kindergarten Education*. They should fully understand the connotation of these early childhood education regulations. At the same time, teachers should strive to publicize the spirit of various documents, so that parents can develop a good concept of child education, so that parents and teachers can be consistent in educational goals. The above goals can be achieved by issuing various

materials, conducting various educational lectures, parent meetings, or setting up bulletin boards,

4.2 Implementing Mutual Evaluation of Homes

A parent meeting is held in the class at the beginning and at the end of each semester, and parents' opinions are widely solicited at the beginning of each semester. According to the characteristics of infant's staged development and existing problems, Homeland jointly develops a semester plan, clarifies the responsibilities and obligations of both sides of the home, and jointly strengthens cooperation and communication to achieve the semester goals. At the end of the semester, the parents' meeting will mainly summarize the completion of the goals, exchange the progress and shortcomings of infant, and analyze the problems and good practices of both sides of the home in the process of implementing the goals. This is not only to mobilize the enthusiasm of parents to participate in early childhood education, but also to enable both sides of the home to open up, find shortcomings, summarize experience, promote mutual progress, pool strength for the development of infant, and ultimately promote the harmonious and healthy development of infant 's body and mind.

4.3 Paying Vertical Attention to Infant's Psychological Development

Kindergartens and families can accumulate and file these materials, and conduct longitudinal analysis and comparison according to the age of infant. Through repeated observation and testing, educators can understand the development and change of infant's psychology and behavior in different periods, or the change of reaction to a certain event. The analysis of this file can reveal the behavior rules of individual infant in their psychological development, which is a new, scientific and educational means to promote the healthy development of infant's psychology.

5 Conclusion

Mental health problems are rooted in families, formed in society and manifested in schools. In family education, parents should not only care about children's physical health, but also consciously master some knowledge and skills of mental health. Parents should establish a correct outlook on children and education. Parents should provide children with opportunities to interact with peers and participate in social life, and provide good models. A good family atmosphere is essential for children's appropriate emotional development. At the same time, they should try their best to achieve the consistency between family education and kindergarten education to ensure the continuity and effectiveness of children's mental health education. Families and kindergartens should work together to focus on children's physical and mental health. The cooperation between families and kindergartens means that kindergartens and families should cooperate and support each other. Only the active cooperation and support between families and kindergartens can effectively promote the physical and mental health development of children.

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