

A Strategic Study on The Adaptation Period of Primary School Freshmen from The Perspective of Preschool Connection

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Abstract: In our country, there are great differences between preschool education and primary education in all aspects of learning and life system. The education of the former is mainly dominated by games and development ability, while the education of the latter is dominated by regular schoolwork and static knowledge learning. This kind of jump change is easy to make the freshmen in the first grade of primary school feel unfit after entering the school, and then affect their academic and physical and mental development. Because of this, the problem of connecting young children will gradually attract people's attention. From the perspective of preschool connection, this paper focuses on learning adaptability. Firstly, by referring to relevant literature, the current situation of first-grade students' learning adaptability is understood, and then the influencing factors of learning adaptability are analyzed, and suggestions are put forward in order to improve students' learning adaptability, help children complete the transition from kindergarten to primary school in learning adaptability, and give children a happy childhood.

Keywords: Preschool and elementary school connection, Primary school freshmen enrollment adaptation.

1. Introduction

Zhu Zhixian once pointed out in his book "The Basic Theory of Children's Psychological Development" that "children's development is characterized by age stages," and pointed out that "each stage can also be divided into some small stages." Therefore, in general, the previous stage should prepare for the next stage, which should be based on the previous stage and should not jump, but only accelerate appropriately." [1] In March 2021, the Ministry of Education issued the Guiding Opinions on Vigorously Promoting the Scientific Connection between Kindergartens and Primary Schools, requiring the effective scientific connection between kindergartens and primary schools.

2. The Connotation and Theoretical Basis of Childhood Connection

2.1. The connotation of childhood connection

There are several different opinions in the academic circle about the connotation of the link between the young and the young. Among them, Zhu Xiaoman believes that in order to promote the healthy growth of children, kindergartens and primary schools do a series of work by creating good conditions to help children achieve a smooth transition from early childhood education to primary education, and achieve good teaching results.[2] Lu Feng pointed out that the link between kindergarten education and primary education refers to the educational interconnection between kindergarten education and primary education. [3] Qin Zhenbiao believes that the link between kindergarten and primary school refers to the connection between kindergarten and primary school in the content of education and the methods of realizing these contents.[4]In addition, Wang Shengping and Yang Xiaoping pointed out the narrow understanding of preschool connection in the past. They pointed out that preschool connection, as a systematic project of basic education, needs the support of society, schools, parents and other aspects in order to proceed

smoothly. [5] This article refers to the connection between children and children in the narrow sense, which mainly refers to the targeted and more concentrated school preparation education for children in large classes, mainly including the preparation of school awareness, learning habits and learning ability.

2.2. Theoretical basis

2.2.1. Harker's theory of juvenile junction fault

Germany Professor Hake has done a survey, showing that 30%-40% of children into the first grade of primary school, primary school learning and life is not adapted, often in psychological tension. [6] Harker proposed that there are six faults in the connection between children and children. The first is the fault of the relationship between people, referring to the transformation of kindergarten mother-like teachers to primary school teachers. The second is the fault of learning style, which refers to the learning style from games to classroom teaching. The third is the fault of the code of conduct, which means that students can have a relatively open space for action in the kindergarten period, but there are certain disciplinary requirements for various behavioral activities in the primary school classroom. The fourth is the fault in the social structure, which means that after students enter primary school, they create new interpersonal relationships and gain recognition from new classmates and new classes. The fifth is the fault of expectation level. In kindergarten, parents and teachers pay more attention to students' daily games and meals, while after entering primary school, parents and teachers pay more attention to students' academic performance. The sixth is the fault of the learning environment, which means that the learning environment of students in kindergarten is more open and freer, while the learning environment faced by students in primary school is relatively serious and more constrained by teachers and discipline. [7] Professor Haque's theory of preschool fault points out the faults that exist after students move from kindergarten to primary school from the above six aspects,

which will lead to various kinds of discomfort for students, and these faults more or less affect students' learning and adaptation.

2.2.2. Piaget's theory of cognitive development

He divided children's cognitive development into four stages. The first stage is the sensorimotor stage, in which children acquire motor experience through the relationship between sensoriperception and movement. The second stage is the pre-operational stage, in which the child sees everything as living, i.e. animism. The third stage is the concrete operation stage, in which the child acquires the concept of conservation and the reversibility of his thinking occurs. The fourth stage is the formal operation stage, in which children can perform hypothetical deduction and their thinking develops to the level of abstract logical reasoning. Piaget pointed out that there are stages and continuity in children's cognitive development, the previous stage lays the foundation for the next stage of development, and the next stage of development is the continuation and deepening of the previous stage. According to Piaget's theory of cognitive development, freshmen in the first grade of primary school are in the transition between the pre-operational stage and the concrete operational stage. Therefore, according to Piaget's cognitive development theory, teachers should take the initiative to use effective methods to carry out teaching activities, help students adapt to learning tasks through teaching that is more suitable for students' cognitive development characteristics, guide students to form good learning habits, etc., help students smoothly carry out first-grade learning, and lay a solid foundation for their future learning.

2.2.3. Ecological theory

According to the human development ecology founded by American psychologist Bronfenbrenner, the ecological environment of children's development is composed of several systems embedded together. Including micro system, meso system, outer system and macro system. [8] Dunlop uses the ecological model of human development to study the problem of childhood connection. He believes that in the ecosystem where children live, micro-systems include at least three: kindergarten, primary school and family. For the connection between the kindergarten and the primary school, the meso system refers to the interaction and mutual influence between the connection work done by the kindergarten, primary school and the family and the children. The outer system refers to the environment and factors that affect the child but are not directly involved in. The macro system refers to a wide range of influences, including the policies of government departments, the impact of social and political systems, the meaning of broader cultural, ideological and social values, as well as rights and obligations, which have an indirect impact on children. [9] The cross-penetration of the above four ecosystems forms a complex ecosystem diagram, from which it can be inferred that in the analysis of factors affecting learning adaptability, besides factors related to students themselves, factors from other aspects of the ecosystem, such as family factors and school factors, should also be taken into account.

3. The Current Situation of Primary School Freshmen Enrollment Adaptation

3.1. The situation of children's learning

Children's awareness of classroom rules. Lack of speaking in class, casually down the seat, fighting for things, going to the toilet in class, these behaviors make the first-grade classroom appear chaotic and disorderly, teachers must spend a lot of energy to maintain the discipline in class. This phenomenon affects the teacher's normal teaching, and it is easy to make children develop bad learning habits, such as distracting attention, easy to be attracted by irrelevant stimuli. The above shows that children's awareness of rules is not very strong. Children's learning interest is not stable enough. After entering primary school, children change from the state of no learning task in kindergarten to the state of learning task. Children's learning motivation is not very clear, and their interest in learning is not stable enough. They still regard learning as a game. Lack of concentration. In learning activities, these easily distracted children are always attracted to unrelated things, such as playing toys, doing small actions, talking small words, etc. Among children who are not focused enough, some children often stay in the last link when others have begun to discuss the next link, forming a backward. Children's incorrect writing posture Incorrect writing posture, on the one hand, will affect children's writing speed and neat writing, more importantly, will affect children's physical development, easy to cause eye fatigue, increasing the probability of children suffering from myopia. Children's learning initiative is not enough. Most of children's classroom work is completed under the supervision of teachers, which indicates that children's enthusiasm and initiative in classroom learning are not high.

3.2. The situation of teachers' "teaching"

Focus on the achievement of knowledge and skill teaching objectives. The primary school Chinese teaching goal emphasizes the mastery of written knowledge, reading, writing and speaking skills. The teaching objectives of the two stages are not the same, which leads to the maladaptation of children's learning. The classroom teaching environment created is serious and monotonous. The classroom teaching in the first grade of primary school generally lasts 40 minutes, with strict classroom discipline, and children have clear learning tasks, so that children can obtain systematic cultural and scientific knowledge. The layout and wall decoration environment of primary school classrooms create a serious and monotonous environment, which is not conducive to students' operation, activities and games. The selected teaching content is fixed and unified. Primary school teachers teach in accordance with the order of the textbooks and the requirements of the syllabus. There is no continuity in the teaching content of kindergarten and primary school grade one, which leads to overlapping or discontinuous phenomena. Teaching is mainly carried out by means of teaching, talking, discussion and practice. After entering primary school, the proportion of knowledge learning increases, and teachers begin to emphasize the mastery of basic skills of reading, writing and speaking, and pay attention to the reading and writing of words and sentences, the analysis of font forms and the understanding of words. The main teaching methods adopted include teaching method, talking method, discussion

method and practice method. Teaching is mainly organized in the form of collective teaching. The commonly used forms of teaching organization in primary schools generally include collective teaching (class teaching), group teaching and individual teaching. Collective teaching is oriented to the whole class of children, and it is difficult to take care of the individual differences of children, and it is difficult to mobilize the enthusiasm of all children to learn in class.^[10]

4. The Influencing Factors of Primary School Freshmen Enrollment Adaptation

4.1. Students themselves

4.1.1. Limitations of cognitive development

According to Piaget's theory of children's cognitive development, freshmen are in the transitional period from the second stage to the third stage, that is, from the pre-operational stage to the concrete operational stage. Students' thinking has developed to some extent, and the dominant thinking is still concrete image. When children in the transitional period of Stage 2 and Stage 3 enter the first grade of primary school, they are required to receive a large amount of new knowledge that they have never been exposed to, and they often have problems adapting to these increasing number and difficulty of learning tasks. Moreover, at this stage, children's judgment and analysis ability need to be strengthened, and they cannot fully understand the difficult learning content. Moreover, the level of intentional memory development of freshmen in the first grade of primary school is still low, and they will feel too much difficulty in learning content, so that it is difficult to produce positive emotional experience.

4.1.2. Differences in knowledge reserves

A certain amount of literacy before students enter primary school has a positive impact on their learning adaptability. Students who have moderately learned relevant knowledge and have a certain amount of literacy are easier than other students to read the questions and understand the content of the teacher, so these students will be more active in class and complete the homework better. Students who have been moderately exposed to relevant knowledge, especially those who have a certain reserve of Chinese characters, have better adaptability to learning tasks than those who have not been exposed to relevant knowledge. However, those students who have received preschool bridging classes and systematically learned first-grade knowledge have certain problems in learning attitude and habits. If you do not form good learning habits in the critical period of enrollment, it will bring certain negative effects on your future study. Therefore, teachers should take into account the differences in students' knowledge preparation in teaching.

4.2. School education

4.2.1. Classroom teaching is monotonous and boring

In the first-grade primary school classroom, teachers mostly teach with traditional teaching methods, and even unilaterally "indoctrinate" students with knowledge. In the classroom, students cannot fully mobilize their initiative, and students passively accept the knowledge. In addition, first-grade students are interested in various colorful, interesting and novel stimuli. Teachers can fully grasp this feature of students, attract their attention by using various sounds,

pictures, animations, etc., and mobilize students' enthusiasm and initiative to participate in class.

4.2.2. The learning task difficulty is set too high

The first-grade teachers in primary school have a certain degree of difficulty in learning tasks, which is highlighted in the teaching of Chinese Pinyin. The 2011 version of the Chinese Curriculum Standard requires students to be able to read consonants, vowels, tones and syllables correctly in the first learning section of primary school. Can spell syllables accurately, can write correctly, etc. [11] There are no requirements for proficiency in phonics and silent writing. However, in the actual teaching, requiring students to complete the initial consonants, vowels and even the Chinese Pinyin alphabet in the prescribed time has become a daily test. Teachers' requirements for students' Chinese Pinyin learning not only stay on reading accuracy and correct writing, but also improve to the level of proficient phonics and silent writing on the four-line grid. This difficulty seems to increase to the requirements of Pinyin learning in the curriculum before the 21st century, and teachers seem to regard pinyin as a learning goal rather than a learning tool.

4.3. Parental participation

4.3.1. Lack of a good family atmosphere

Parents' education of children and the cultural atmosphere of the family have a huge impact on children's learning attitude. Studies have shown that parents with higher education levels have more scientific ideas and methods for educating their children. Parents themselves are not highly educated, so there is a lack of family education, many parents lack educational knowledge, there are problems in educational methods, and it is difficult to provide targeted guidance to children in learning problems. Some parents would rather spend their free time on leisure and entertainment, can not accompany their children to study, can not guide their children's learning. [12] It can be seen that parents do not pay attention to creating a good family atmosphere in the family, but ask children to learn, do not let children play, and their own side to play as a matter of course, in such a family atmosphere, it is difficult to make students realize the important role of learning, more difficult to experience the fun of learning.

4.3.2. The main body of parental responsibility is not clear

In our country, most parents can realize the importance of preschool bridging education, but think that the main responsibility of preschool bridging education lies in kindergarten and primary school, that is, the connection between kindergarten and primary school, ignoring the important role of family education in it. The family is the first school for children, and parents are the first teachers for children. Parents have an inescapable responsibility in preschool bridging education. Parents' participation is one of the key factors for the smooth realization of preschool bridging education.

5. Suggestions on Improving the Adaptability of Primary School Freshmen

5.1. Policy: Transition from preschool to preschool

"Elementary school connection" and "elementary school

connection" are not just a simple inversion of word order, but reflect the different nature of the two kinds of education. "Preschool connection" is based on the primary school culture other than children (primary education goals, tasks, teaching materials, learning methods, teaching methods, etc.) as a standard, requiring preschool children to immediately adapt to this primary school culture once they become school-age children and enter primary school. In order to adapt to this primary school culture, for a long time, "preschool connection" has become an important and urgent task for kindergarten classes to truly realize the shift from "preschool connection" to "preschool connection", and it is necessary to clearly establish a child-based education concept and strive to achieve the other two "connection": The link between the preschool education sector (often referred to as the "pre-school education sector") and the primary education sector, and the link between the pre-school education sector and the "large education sector". The transition from "primary school connection" to "primary school connection" is not simply a transition from kindergarten to primary school to primary school to kindergarten. [13] On the surface, the "connection between primary school and kindergarten" is the connection between primary school and kindergarten, but in essence, it is the direct connection between primary school and kindergarten culture, and the direct connection between primary school and children from kindergarten classes. If preschool education and primary education are based on children and are in line with children, it will fundamentally solve the problem of connecting kindergarten and primary school. Kindergarten and primary school educators need to work together to build a "child-oriented" community culture, and the premise of this cultural construction needs to "treat children as people". [14]

5.2. Teachers

"In recent years, Japan has paid special attention to strengthening personnel exchanges and cooperative research among preschool teachers, especially in the area of teacher certification to achieve the integration of preschool teachers and primary school teachers are jointly carrying out teaching and research activities in a variety of ways." [15] In the field of preschool education in China, it is necessary to learn from foreign theoretical and practical experience in the connection of preschool and primary schools, and reform its reasonable part to make it suitable for our national conditions. We should make full use of various conditions to promote the integration of school-based teaching and research in kindergartens and primary schools. Preschool teachers and primary school teachers can share educational resources and establish an integrated growth file for children. After children enter primary school, the childhood growth file can be used as an important reference for primary school teachers, and primary school teachers can share primary school curriculum teaching plans, teaching materials and personal reflection records with kindergarten teachers. Preschool teachers and primary school teachers can also collaborate on a topic of preschool cohesion, such as preschool science curriculum cohesion, preschool language curriculum cohesion, etc. Where conditions permit, in the process of implementing the reform of balanced education development and school district system management, preschool education will be included in the integration plan, which can better realize the flow of kindergarten and primary school teachers, resource sharing, management interaction and evaluation integration. [16]

5.3. School education

The primary school freshmen are generally about 6 years old, which is the age of active curiosity, fun and competitive. If they directly adopt a uniform way to enter the discipline teaching, they will often be "anxious to eat hot tofu", which is easy to cause some children to hate learning or even fear learning. The psychological study of the problem of preschool cohesion holds that the essence of the problem is the unity of opposites between the continuity and the stage of children's psychological development, and the transition from play to learning is the fundamental problem of preschool cohesion. [17] A large number of practices have shown that games play a special role in the bridge between young children. From the perspective of meeting the growing educational needs, it is urgent for educators to renew the concept of educating people and improve the teaching methods, especially in the early stages. [18] The role of games in kindergartens is more reflected in the external sports experience, while games in primary schools are more reflected in the characteristics of learning and the depth of thinking, so that students are willing to learn, learn and enjoy learning. This requires teachers to improve the design of teaching games and help the subject teaching.

5.4. Parental participation

Parents should work closely with kindergartens, primary schools and other educational institutions to strengthen the training of children's adaptability to school. [19] On the one hand, parents should constantly improve their own cultural accomplishment, and when parents take the initiative to improve their own cultural accomplishment, they will certainly have a certain influence on their children, and become a model for them to imitate and learn. On the other hand, parents should study together with their children. Parents should not only be the guide and supervisor of their children's learning, but also become the companions of their children's learning, and play the role of parents' words and deeds.

To sum up, how to improve the adaptability of freshmen in the first grade of primary school is a problem worthy of reflection. Educators in kindergartens and primary schools need to work together to build a "child-oriented" community culture, and the premise of this cultural construction is to treat children as "people". At the same time, educators need to respect and recognize children's own ways of coping with change, and give children enough time and space to adapt to all kinds of "drastic" changes. For children's "future", educators need to realize that the future world is full of "uncertainty", and in the face of various possible changes in the future, the childhood transition period is precisely an important opportunity for children to learn the necessary psychological resilience and coping skills.

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