

Problems and Improvement Measures of Children's Self-Directed Learning Ability during the Early Childhood Transition Period

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Abstract: The bridging period is an important turning point for young children, and it is very important to cultivate their independent learning ability at this stage, so that they can learn more independently and confidently, develop good learning habits and self-management ability, and help them explore their interests, develop their special skills and realize all-round development. Therefore, it is especially important to cultivate children's independent learning ability during the period of convergence between kindergarten and primary school. At present, most teachers lack research on children's independent learning ability and do not make reasonable layout and use of the environment. Parents also have problems and do not participate in the joint development of the children at home. Through the discussion, the following directions for improvement are summarized. Early childhood teachers should strengthen relevant educational concepts, use life situations to guide, create learning environments and provide materials, change parents' concepts and create home environments, and coordinate the relationship between home, school and teachers.

Keywords: Early Childhood; Self-Directed Learning; Children's Self-Directed Learning

1. Introduction

For a long time, the work of "bridging early childhood and primary school" has been the focus of kindergarten teachers, the essence of which lies in bridging children's physical, mental and social development, and which plays an indispensable and important role in the process of children's growth and development.^[1] The Guidelines for the Learning and Development of Children Aged 3-6 emphasize the importance of the quality of learning in young children, fully

respecting and protecting their curiosity and interest in learning, and helping them to develop active learning qualities.^[2] In terms of the long-term development of young children, the quality of "active learning" has an extremely far-reaching impact. Moreover, it is extremely important to cultivate children's independent learning ability at the stage of ECE, which can help them better adapt to the learning and life in primary school, improve their learning efficiency, cultivate their interest in learning, cultivate their independent thinking ability, and promote their all-round development. By investigating and analyzing the current situation of children's independent learning ability during the period of convergence between primary and early childhood, we analyze the existing problems and summarize the two aspects. This will provide a scientific basis for education during the period of convergence between kindergarten and primary school, promote the effective convergence between kindergarten and primary school education, and promote children's all-round development and personalized growth.

2. Problems with Children's Independent Learning Skills in the Early Childhood Years

2.1 Teachers' Lack of Research in the Area of Young Children's Ability to Learn Independently

Through research and investigation of the current state of early childhood education, it has been found that teachers have significant deficiencies in the area of early childhood independent learning skills. Specifically, teachers lack in-depth research on the key area of young children's independent learning ability. In the actual teaching process, many teachers tend to focus more on the transmission of knowledge and the development of regular teaching activities, and lack systematic and targeted research on the cultivation of young

children's independent learning ability.

As a result, teachers lack a clear and comprehensive understanding of the nature, components, stages of development and influencing factors of independent learning ability of young children. For example, teachers have not explored in depth the characteristics of independent learning at different ages and how to adjust educational strategies according to these characteristics. At the same time, teachers also lack sufficient research and practical experience on how to stimulate children's intrinsic motivation for independent learning and how to create an appropriate environment to promote the development of their independent learning ability.

In addition, teachers lack effective methods and criteria based on in-depth research for evaluating young children's capacity for independent learning. This makes it difficult for teachers to accurately assess the actual level of young children's capacity for independent learning and to identify problems and make targeted improvements in a timely manner.

2.2 Rational Layout and Use of the Environment Is Not Rationalized

Specifically, in the creation of the environment, some teachers did not fully consider the physical and mental characteristics and activity needs of children of different ages, resulting in an irrational spatial layout, which could not effectively stimulate children's desire for independent exploration and enthusiasm for activities. For example, the division of areas is not clear enough, which makes it easy for children to create confusion and conflicts during activities.

In the study on the placement of materials, it was found that there were problems such as a single type of placement and untimely updating. Teachers did not study in depth how to reasonably select and mix materials according to the teaching objectives and the developmental stages of young children, thus failing to give full play to the role of materials in promoting the independent learning and development of young children.

In addition, the research on the integration of early childhood independent learning and the creation of environments is not closely linked, and teachers have not delved deeply into how to use the environment to promote independent learning, which has led to the fragmentation of

the creation of environments and independent learning activities.

2.3 Lack of Parental Knowledge of Education Leads to Irrational Training Methods

In-depth studies have found that many parents are not sufficiently aware of the importance of independent learning for young children at the EYFS, and are not clear about the critical impact of the development of independent learning skills at this stage on the subsequent learning careers of young children. They tend to focus more on the acquisition of knowledge and neglect the development of independent learning habits and abilities.

In terms of specific ways of nurturing, parents lack systematic and effective strategies due to cognitive deficits. For example, some parents do not create an environment suitable for independent learning for their children, and do not plan their time and space appropriately, so that their children do not have the opportunity to explore and think independently. In guiding their children's independent learning, some parents are not appropriate in their approach, either over-intervening or leaving them alone, failing to provide appropriate guidance and support according to their children's characteristics and developmental stages. Secondly, some parents are not aware of the role of their own behavior as a model for their children's independent learning and lack the motivation and initiative to set a good example for their children. Moreover, in their interactions with their children, they fail to stimulate their children's interest in independent learning and internal motivation.

2.4 Low Participation in Home-Based Co-Education

It was found that although kindergartens are aware of the importance of home and family co-education for children's independent learning, in practice, the communication and collaboration mechanism with parents is not perfect, and they fail to effectively communicate the specific methods and objectives of cultivating children's independent learning, which leads to parents having a vague understanding of their own roles and tasks in this process.

From the parents' point of view, their educational concepts, parenting styles and parental participation will all affect the outcome of the EYFS. ^[3] Some parents, due to their own busy schedules or biased educational concepts,

are not enthusiastic enough to participate in the activities organized by kindergartens to promote independent learning among children, and do not invest enough time and energy to co-operate with the kindergartens' educational work. In the daily home environment, they also failed to continue and strengthen the independent learning strategies advocated by kindergartens, resulting in a break in home co-education.

In addition, in the concrete implementation of home and family co-education, there is a lack of scientific and effective evaluation and feedback mechanisms to identify and solve the problem of low participation in home and family co-education in a timely manner, and there is a lack of corresponding incentives to enhance the enthusiasm and initiative of both parents and kindergartens.

3. Enhancement of Children's Independent Learning Ability during the EYFS Period

3.1 Enhancement of the Educational Philosophy of Early Childhood Teachers Regarding Children's Capacity for Independent Learning in the EYFS Period

It is clearly stated in the Guidelines for Kindergarten Education that teachers should be supporters, collaborators and guides of children's learning activities. ^[4] In particular, early childhood teachers need to be clear about their roles in the development of children's independent learning abilities during the transition period between kindergarten and primary school. In view of this, early childhood teachers play a key role in fostering children's independent learning abilities during the early childhood transition period, and their own learning attitudes and behaviors have a profound impact on children.

Firstly, targeted and systematic training courses are provided, focusing on child psychology, independent learning theory and other knowledge, to help kindergarten teachers accurately grasp the characteristics and needs of children during the period of transition between kindergarten and primary school, as well as to master practical and effective strategies for the development of independent learning abilities. At the same time, thematic seminars are regularly held to encourage kindergarten teachers to conduct in-depth discussions on specific issues related to the cultivation of children's independent learning ability during the

period of transition between primary and young children, and to actively share their own effective methods and strategies for cultivating independent learning ability at this stage, as well as their practical experience and successful cases. Secondly, relevant experts are invited to provide professional and directional advice and guidance to kindergarten teachers on the cultivation of children's independent learning ability at the stage of Kindergarten-Primary Bridging through lectures, workshops and other forms. Thirdly, through concrete teaching practice, the teaching concepts will be transformed into actions, and the lessons learnt will be summarized, so as to effectively improve the teaching level and strengthen the effect of the practice on the ground.

In conclusion, it is necessary to continuously strengthen the educational concepts of kindergarten teachers with regard to the development of children's independent learning abilities during the period of convergence between kindergarten and primary school through a variety of ways and means, which are targeted and closely related to the problem, so as to effectively improve the teaching level and quality of education of kindergarten teachers.

3.2 Make Use of Various Life Scenarios in the Day to Guide Children to Learn and Think Independently

Young children are full of curiosity about everything around them in their day-to-day life. Driven by this curiosity, young children further develop a desire to learn, which is the initial germ of independent exploration and independent learning for young children. Based on this, early childhood teachers should follow the trend and penetrate early childhood independent learning into their daily life.

During outdoor group activities, teachers should encourage children to make detailed observations of natural phenomena, such as weather changes, plants and animals, and then guide them to actively ask questions and try to find the answers, as well as encourage them to boldly express their own unique ideas and opinions, so as to promote the development of children's thinking and self-expression skills in a very targeted way. In group role-playing, teachers should set up different situations for children to learn through collaboration, communication and sharing, and develop their imagination and problem-solving skills by

letting them play different roles and solve corresponding problems. In individual play activities, such as building blocks and jigsaw puzzles, children are given a free hand to explore on their own, so as to strengthen their creativity and spatial cognitive ability.

In short, teachers must be good at keenly discovering and making full use of various concrete situations in life, and guide children to learn and think independently in a very targeted and directional way, so as to effectively strengthen the effective cultivation of their autonomy, creativity and thinking ability.

3.3 Create a Suitable Independent Learning Environment and Provide a Variety of Learning Materials

When children develop an interest in learning, they will actively explore, discover and develop their learning. Teachers should put themselves in the children's shoes and organize activities that interest them. As a result, in terms of learning methods, it is important to encourage children to change from passive learning to active learning. In other words, teachers should create a suitable environment for independent learning, and actively guide and encourage children to explore and learn on their own initiative.

Firstly, it is necessary to create a favorable atmosphere of openness, tolerance and encouragement, so that children can really feel safe and free, which will effectively stimulate their strong interest in independent learning. Secondly, in a suitable learning environment, a rich variety of teaching aids, toys and materials can meet the needs of children's different levels of development and stimulate the interest of different children in their activities, so that they can choose materials and ways of operating and exploring according to their own interests and needs, and so that they can be more actively involved in their learning, and so that they can make progress at their current levels. At the same time, learning materials should be updated regularly to keep them fresh and interesting. Finally, the developmental needs and individual differences of children must be given high priority, and learning materials must be provided at a clear hierarchical level to accommodate children at different levels of ability and to create favorable conditions to the greatest extent possible.

In conclusion, through the careful and targeted creation of appropriate independent learning

environments and the provision of a wide range of learning materials, independent learning and the good development of young children can be more effectively promoted.

3.4 Changing Parents' Educational Philosophy and Creating a Suitable Environment for Family Education

The influence of the family education environment on young children's independent learning is extremely broad and far-reaching. Parents who have the right educational philosophy can effectively stimulate children's interest in learning and cultivate their independent learning ability, thus building a solid foundation for their future learning and life.

First of all, activities such as talks and seminars for parents can be held on a regular basis, in which concrete and vivid examples of what has happened around them are shared, so that parents can be prompted to think deeply about their own behavior. At the same time, scientific education concepts and methods can be explained to parents, so that they can have a deep understanding of the crucial importance of family education. For example, they can explain in detail how to stimulate children's desire for knowledge and exploration through specific guidance and encouragement in daily life. Secondly, parent-child activities should be actively carried out, in which parents are guided to pay close attention to their children's interests and specialties, so as to enhance communication and interaction between parents and their children, and enable parents to experience the positive effects of good education. For example, in family education, we guide children to gradually cultivate good habits such as waking up on time, dressing themselves and arranging their own school bags, so that children can really do things on their own and reduce their excessive dependence on parents. Finally, parents are strongly encouraged to participate in educational training programmes to continuously improve their own educational quality. We also organize exchange activities between parents, so that they can learn from each other and share their successful experiences with each other. For example, parents can share their own effective strategies and methods in cultivating children's independent learning abilities.

In short, through a variety of targeted

approaches, parents should be made to deeply understand the key importance of scientific education concepts and be fully assisted in creating a family education environment conducive to the strong growth of their children.

3.5 Co-ordinate the Relationship between Home, Garden and Teacher to do a Good Job in Cultivating Children's Independent Learning Ability at the Interface between ECE and Primary Schools

In the transition between the early childhood and primary school, the kindergarten, the school and the family should be adapted to each other and to the child. [5] Kindertgartens should play a leading role in maintaining close and effective communication with families and teachers. Parent-teacher meetings should be organized on a regular basis to comprehensively and thoroughly introduce to parents the extreme importance of ECCE and the detailed work plan, for example, explaining the key significance of ECCE for children's smooth transition to primary school and how the relevant work plan is centered on the cultivation of children's abilities, etc. Teachers must have a thorough understanding of the actual situation of the family of each child, and strive to build up a good bridge and channel of communication with the parents. Teachers must understand the actual situation of each child's family in depth and endeavor to build good communication bridges and channels with parents. Teachers should provide parents with timely feedback on their children's performance and progress in the kindergarten, and together they should discuss in depth educational programmers that meet their children's individual characteristics, for example, how to formulate an educational programmer tailored to their children's personality, learning strengths and weaknesses, etc. Families should participate in the work of early childhood and primary school convergence in a proactive manner, and cooperate with the kindergarten and the teachers in the requirements, and actively provide corresponding support and support. Families, on the other hand, should actively participate in the work of ECCE, fully cooperate with the requirements of kindertgartens and teachers, and actively provide corresponding support and resources to help children carry out useful learning and practical activities at home, such as setting up a special learning area and preparing appropriate learning materials for

children at home.

Kindertgartens, teachers and families must always maintain an open and tolerant attitude, fully respecting each other's opinions and suggestions, so as to form a strong educational synergy and make concerted efforts to do a good job of bridging the kindergarten and primary school levels, thus providing solid and good support and a strong guarantee for the growth and development of young children.

4. Conclusions

Against the background of the current national education policy, which actively guides and attaches great importance to the period of convergence between early childhood and primary school, independent learning is undoubtedly a key component of early childhood education, which has an important value that cannot be ignored in order to strongly promote the lifelong development of young children. On one level, teachers, as professional educators, are able to grasp children's developmental characteristics and needs in depth and make scientific analyses of the children's actual situation, and then formulate teaching plans and methods that are highly appropriate to them, so as to effectively help children make a smooth transition to the primary school stage. On the other hand, teachers are also able to provide parents with professional and targeted educational advice and scientific and effective guidance through in-depth communication and close cooperation with parents, in order to gain a comprehensive and detailed understanding of their children's learning and behavior in the home environment, and to assist them in developing their children's independent learning abilities more efficiently.

In short, only when teachers, parents and society form an organic linkage, through unremitting efforts and co-operation, can a solid foundation be laid for the future development of children, so that children can achieve sustained good development in their subsequent growth, thus fully demonstrating the important role and positive significance of education in the promotion of individual development.

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