

Challenges and Future Development of Preschool Teachers in Preschool Education

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Abstract: This scholarly article aims at analyze the obstacles encountered by teachers who specialize in the transition from early childhood education to primary education, as well as the possible areas for their growth and progress. Through the utilization of a combination of qualitative and quantitative research methods, along with detailed case studies, we have identified a number of major challenges faced by these teachers. These challenges primarily center around psychological stress, disparities in educational philosophies, and the task of bridging the gap between home and kindergarten education. To promote the professional development of teachers specializing in this transition in the future, it is crucial to prioritize their mental well-being, implement policy reforms, and emphasize the importance of comprehensive qualities and innovative pedagogical approaches.

Keywords: Preschool Education; Preschool and Primary School Connection Teachers; Challenges; Future Development

1. Research technique

This study aims at gain insights into the challenges, issues, and needs encountered by kindergarten teachers through the analysis of 318 valid questionnaires and in-depth interview data from 30 teachers specializing in the transition from preschool education to elementary education.

2. The challenges faced by the kindergarten and kindergarten connection teachers

2.1 Heavy psychological stress and workload

Teachers specializing in the transition from early childhood education to primary education face significant challenges, including heavy psychological pressure and workload. In addition to the substantial amount of teaching preparation work, such as designing teaching plans and gathering teaching resources, these teachers must also navigate the demands of both preschool and primary education. Moreover, they must address the diverse needs and expectations of individual children and their parents. These multifaceted responsibilities can result in psychological stress for teachers. Consequently, the extensive workload may contribute to increased time pressure and stress levels for educators in this field.

2.2 Differences in educational ideas and practices

The difference between preschool education and elementary education poses another significant challenge to teachers who specialize in transitioning from early childhood education to primary school teaching. Firstly, the main goal of preschool education is to foster the comprehensive development of children, including cognitive, social, emotional, physical, and language abilities, whereas primary school education places more emphasis on subject learning and knowledge dissemination, with more specific and explicit teaching objectives. Secondly, the teaching content in preschool education mainly focuses on life experiences and topics that interest children, aiming at cultivate their interest in learning and curiosity, while primary school education is more subject-oriented, with

teaching organized according to subject curricula. Lastly, preschool education is typically based on games and free activities, with relatively relaxed classroom management. However, elementary education requires stricter discipline and management to ensure order and safety in children's learning. In practice, teachers need to adapt to these differences in educational concepts and practices and find a balance between the educational requirements of these two stages.

2.3 The improper connection between family education and kindergarten education

Family education and parental involvement is crucial factors in the work of professionals specializing in the transition from early childhood education to primary school teaching. However, one significant challenge faced by transition teachers in preschool education is the alignment of family education with kindergarten education during the transition to primary school. It is important to note that family education and kindergarten education may have different educational philosophies and approaches. While family education focuses more on parents' personal parenting styles and habits, kindergarten education emphasizes holistic child development and the cultivation of social skills. In order to ensure a harmonious blend and coordination among the philosophies of family education and the goals of kindergarten education, transition teacher need to establish effective connections between the two. It is not uncommon for some parents to lack understanding or confidence in kindergarten education, which can lead to confusion and challenges during the transition process. Therefore, professionals specializing in this area must actively communicate with parents, encourage their involvement in kindergarten education, and collectively focus on the child's learning and growth.

3. The future development of preschool education and preschool teachers

3.1 Reform of the education system and policies

The impact of educational system adjustments and policy support on the future development of professional teachers transitioning from early childhood education to primary education can be explored from the perspectives of role positioning, career development, and improvement of educational quality. Firstly, the adjustment of the education system can clarify the role positioning of professional teachers transitioning from early childhood education to primary education, establish a career path that suits their development, encourage cooperation among educators, and enhance the consistency between kindergartens and primary schools. This may involve coordinating textbooks, consolidating curricula, and communicating teaching methods between preschool education and primary education. Secondly, educational policies can formulate professional development training programs to provide continuous professional training opportunities for professional teachers transitioning from early childhood education to primary education. Establishing reward and recognition mechanisms can encourage their outstanding performance in professional development and innovation. Financial support can also be provided to encourage other relevant teachers to participate in research and practice projects related to the transition from early childhood education to primary education.

3.2 Emphasizing comprehensive quality and innovative education

The cultivation of comprehensive qualities, innovative spirit, and innovative ability has a profound impact on the future development of professional teachers transitioning from early childhood education to primary education. These educational concepts require teachers to focus on cultivating children's comprehensive qualities and teaching innovation abilities. Firstly, the educational goals and content emphasized by the cultivation of comprehensive qualities and innovative spirit are no longer limited to knowledge, but pay more attention to cultivating children's comprehensive qualities such as creativity, cooperation skills, communication skills, etc. Professional teachers transitioning from early childhood education to primary education will pay more attention to inquiry, cooperation, and problem-oriented teaching methods to stimulate children's innovative thinking. Secondly, the cultivation of comprehensive qualities and innovative spirit requires professional teachers transitioning from early childhood education to primary education to create a positive educational environment, break through teaching boundaries, and focus on cultivating children's innovation consciousness, enabling them to think actively and raise questions, better adapting to the innovative education in the primary stage, and cultivating their innovative spirit and confidence.

3.3 Pay attention to teachers' mental health, and provide professional training and career planning

In order to ensure the long-term and healthy development of the connection between kindergartens and elementary schools, it is necessary to focus on the mental health of professional teachers who are involved in the transition from early childhood education to elementary school education. This can be achieved by providing professional training and career planning, as well as enhancing the job satisfaction of specialized teachers. Firstly, the establishment of a teacher support center can provide psychological counseling services for professional teachers who are transition from early childhood education to elementary school education. Regular attention to their psychological state, timely identification and resolution of psychological issues, can contribute to improving their mental health and increasing their resilience to stress. Secondly, through the "quadrilateral" cooperation platform, relevant professional training and learning resources can be provided for professional teachers involved in the transition from early childhood education to elementary school education. This includes training in interdisciplinary educational knowledge, teaching strategies, and child psychological development. Such training can help improve their teaching abilities and professional competence, enabling them to better cope with the challenges of preschool and elementary education. Finally, in order to support the career development of professional teachers involved in the transition from early childhood education to elementary school education, A organization that provides assistance to teachers can be utilized to provide career planning and development support. This involves offering career counseling and guidance to help them establish personal career goals and development plans.

3.4 The rise of personalized education

The national education policy encourages personalized education, which has a significant impact on the content and methods of professional teachers transitioning from early childhood education to primary education. This is primarily reflected in aspects such as "emphasis on individual differences," "personalized learning plans," and "diverse teaching methods." Personalized education means that every child is unique, with different learning styles, interests, strengths, and challenges. Professional teachers transitioning from early childhood education to primary education will pay attention to children's learning preferences, such as a preference for more visual, auditory, or hands-on activities. By observing and interacting with children, teachers can better understand their learning needs and tailor their teaching strategies and resources for each child. At the same time, personalized education requires professional teachers transitioning from early childhood education to primary education to develop unique learning plans based on each child's individual characteristics and encourage the use of diverse teaching methods to meet the learning needs of different children. Emphasizing individual differences, developing personalized learning plans, and adopting diverse teaching methods are important measures for professional teachers transitioning from early childhood education to primary education to implement personalized education under the promotion of the national education policy.

3.5 Emphasize the use of family and community resources

The establishment of a collaborative platform and the implementation of a collaborative mechanism among schools, families, and communities is a crucial initiative in supporting the professional development of teachers transitioning from early childhood education to primary education. Such a platform and mechanism facilitate close cooperation between preschool and primary education, thereby providing collective support for the development of teachers involved in the transition from early childhood to primary education. Firstly, it is recommended that preschools, primary schools, parents, and communities establish working groups or committees to jointly develop strategies and plans for the transition from early childhood to primary education. Secondly, regular meetings should be organized among preschools, primary schools, communities, and parents to facilitate communication and exchange of ideas. It is essential to strengthen the connections and cooperation among various factors in order to effectively support the transition from early childhood to primary education, as discussed earlier. It is worth noting that the transition from early childhood to primary education is influenced by multiple factors, and their interconnections and interactions should not be overlooked in this context.

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