



Strategies for Home-kindergarten Collaboration in Nurturing Introverted Preschool Children

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Abstract: Introverted preschool children may face challenges in social interaction, emotional management, and learning, which often require joint efforts from both home and kindergarten environments. This article aims to explore effective guidance strategies for the home-kindergarten collaboration in nurturing introverted preschool children through theoretical analysis and empirical research. Firstly, the main influencing factors for introverted children, including family environment and individual characteristics, are identified. Subsequently, a series of guidance strategies are proposed, encompassing stress-adaptive educational approaches, diversified home-kindergarten collaboration activities, opportunities for positive interactions, self-expression platforms, and motivational education. The research results demonstrate that these strategies effectively assist introverted preschool children in engaging in social activities, enhancing their sense of self-worth, and stimulating their interest in learning. The findings of this study not only offer guidance for parents and teachers in better understanding and educating introverted preschool children but also provide a new theoretical basis for research on their education.

Keywords: introverted preschool children, home-kindergarten collaboration, guidance strategies

1. Introduction

Prominent early childhood education expert Chen Heqin once mentioned: "Early childhood education is a complex matter that cannot be solely undertaken by either families or kindergartens alone. It requires both parties to cooperate to achieve the best results." Hence, effective education for children necessitates a cohesive effort between families and kindergartens to promote their development. Communication, support, cooperation, and resource-sharing between homes and kindergartens are essential components of home-kindergarten collaboration, fostering a conducive educational environment for children's healthy and joyful growth.

In the kindergarten where I work, I have observed that introverted children are more prevalent in the younger classes. These children tend to refrain from interacting with their peers and participating in games, instead, they often look to the teachers with timid expressions but are hesitant to express themselves actively. For instance, some introverted children in the younger classes may frequently wet their pants not because they are unable, but because they are reluctant to express their needs, leading to some teachers losing patience with them. In contrast, introverted children in middle and senior classes show their introversion during playtime, avoiding interactions with other children and displaying reluctance to make friends. Although these observations only scratch the surface, they highlight the negative impact on children, necessitating attention to the issue of home-kindergarten collaboration for introverted preschool children.

Under the influence of both family and society, parental behaviors vary based on their environment. Kindergartens adopt standardized educational approaches for all children. Through a combination of home and kindergarten education, children's education can be comprehensively assured, allowing them to develop holistically. Preschool children are in a stage of cognitive immaturity, and various environmental influences from family, individual, and kindergarten can contribute to introverted personality traits in many children. However, these traits may impede their growth and development. Therefore, introverted children require nurturing and education from multiple perspectives to receive positive influences. Kindergarten and family are two essential places for shaping children and cultivating etiquette, habits, and self-reliance. Relying solely on family or kindergarten education is insufficient for children as it may result in a disconnection from society or real-life situations. Only through joint efforts between homes and kindergartens can children receive better education, contributing to the development of positive behavior habits.

2. Problems in Guiding Introverted Preschool Children

2.1 Influence of Family Environment

Parents often focus on educating their children to excel academically, neglecting their children's true inner thoughts and feelings. They hope for their children's all-around development and thus enroll them in numerous extracurricular classes, inadvertently burdening the children and subjecting them to immense pressure. In this process, parents may fail to promptly recognize their children's emotional needs, leading to a lack of positive expression from the children. Such long-term circumstances hinder the cultivation of good behavior habits and impose limitations on the children's future development.

Moreover, some parents, due to limited educational backgrounds, do not prioritize their children's education, resulting in a lack of systematic guidance for the children, which can significantly impact their growth and development. Additionally, the increasing prevalence of single-parent families also poses challenges, as children either live with one parent or their grandparents, making it difficult to maintain consistent and effective education. However, this issue is often ignored by parents, preventing kindergarten teachers from gaining timely insight into the child's actual situation and impeding their ability to provide appropriate education and guidance.

In conclusion, a child's introverted personality is closely related to the family environment, and parents bear an indispensable responsibility in continuously improving the family atmosphere. They should strive to create the best environment for the child to live, learn, and grow.

2.2 Child-related Factors

Some preschool children are naturally more timid and cautious, and they may have difficulty accepting new environments and experiences immediately. They require time and a gradual process to adapt. In social interactions, they tend to exhibit avoidance and withdrawal behaviors, hesitating to fully engage with their peers. Additionally, some children's introverted tendencies may be influenced by their upbringing. For example, if they grow up in an environment where parents often argue, receive little affection, or are raised primarily by elderly family members in a quiet environment, they may develop introverted and reticent personalities. Such children often lack self-confidence and courage to make friends or showcase themselves. They require both parents and the kindergarten to exercise more patience and attentiveness, and educators need to pay extra attention to the ways they approach introverted children.

2.3 Kindergarten Factors

Currently, there are weaknesses in the education provided by kindergartens, especially in terms of communication with parents. Many kindergartens do not place sufficient importance on home-kindergarten collaboration and fail to promptly inform parents about their child's performance, leading to a lack of clarity for parents about their child's situation. Additionally, some kindergarten teachers may be introverted and not adept at communicating with parents, resulting in parents having an incomplete understanding of their child's behavior at kindergarten and not being able to address their child's difficulties in a timely manner. This hampers the child's ability to receive quality education. For introverted children, it is crucial that teachers provide timely feedback to parents. Furthermore, there are areas in which kindergartens can improve their approach to educating introverted children, as there are aspects that require refinement.

3. Guidance Strategies for Home-kindergarten Collaboration in Nurturing Introverted Preschool Children

3.1 Employing Stress-Adaptive Educational Strategies

Introverted preschool children may find it challenging to independently participate in group activities, even with simple interactions. Although these children may wish to express themselves and possess the ability to do so remarkably, their reticence acts as a barrier. In such cases, teachers must exercise patience and avoid rushing the child to open up. If efforts prove unsuccessful, teachers should provide a graceful exit for the child and refrain from any sense of dissatisfaction or verbal criticism. Purposefully incorporate opportunities for the child to speak in natural and even unexpected scenarios during collective language activities. When the child spontaneously speaks, the teacher should respond with casual yet intentional expressions of praise or encouragement. Through these subtle and gradual moments, the child can develop the confidence to speak up, marking the beginning of successful progress.

3.2 Diversifying Home-kindergarten Collaboration Activities

To diversify home-kindergarten collaboration, the first step is to expand platforms that promote closer communication between parents and the kindergarten. Equal dialogue platforms should be provided for parents, encouraging them to express

themselves freely. Traditional parent-teacher conferences may be too formal, making parents feel reserved. Instead, host tea sessions, parent salons, and experience-sharing sessions where parents can feel more willing to express themselves and share their family situations.

Innovate communication methods to strengthen the trust between parents and the kindergarten. In addition to conventional methods like handbooks and open days, consider utilizing modern communication channels like WeChat groups, DingTalk groups, QQ groups, etc., to increase the frequency of communication between parents and teachers, fostering a closer connection.

Create an atmosphere of love and care. A child's healthy growth through home-kindergarten collaboration relies on the affection and care from every family member. It has been proven that a child who receives rational love from adults is more confident, energetic, and positive. Parents should encourage children to participate in various activities, broadening their horizons and boosting self-confidence. Allowing children to choose based on their interests and respecting their choices instills a sense of pride and fosters self-confidence. At home, parents can engage in games with their children, allowing the child to act as the teacher while the parents play the role of students, providing the child with opportunities to express themselves. Additionally, organizing parties and family gatherings at home, with active participation from every family member, creates a relaxed and joyful environment where children can engage and showcase themselves. The kindergarten can also replicate family activities, showcasing participation from multiple families, fostering confidence and a sense of pride in introverted children.

3.3 Creating Opportunities for Positive Interactions among Preschool Children

In the kindergarten setting, we often observe that children gravitate towards outgoing and cheerful peers, preferring to befriend those who can communicate easily. Children may unintentionally ignore or overlook their introverted classmates. Teachers need to create an environment that encourages interactions between extroverted and introverted children. To address the educational needs of introverted children, guidance should encompass all aspects of their daily lives. Many aspects of a child's development are nurtured through subtle influences and modeling. Children possess strong imitation abilities and are greatly influenced by their surroundings. Parents can also use similar methods to educate their children at home, putting in extra effort and attention. After each activity, encourage children to applaud or hug each other, fostering friendship and gradually opening up the hearts of introverted children.

3.4 Providing Multiple Platforms for Children to Showcase Themselves

Begin by allowing children to speak boldly, starting with simple phrases like saying "good morning." The teacher should provide guidance and encouragement by offering opportunities for introverted children to speak freely. If introverted children are too timid to speak or express themselves boldly, teachers need to provide chances for them to speak in front of others and offer praise. Opportunities can be created through activities such as self-introductions, role-playing character introductions, or encouraging children to share what they are most familiar with. By starting with the confidence to speak, children can gradually be led to platforms that showcase their abilities. For example, after an introverted child finishes a drawing, the teacher can guide them to describe their artwork and encourage them to give feedback on other children's creations.

3.5 Essential Motivational Education

Both parents and teachers should continually offer encouragement to introverted children, affirming their efforts to gradually open up and participate in activities. For instance, parents and teachers should timely give children kisses or hugs, even if the child's expressions have errors, showing encouragement. Due to a lack of social interactions, introverted children may gradually withdraw themselves, avoiding interactions with anyone. Therefore, when they show even the slightest progress, we should promptly offer affection or embrace them. Though seemingly insignificant gestures, for the child, it signals that the teacher likes and values them, fostering gradual improvement.

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