

Research on the problems and countermeasures of elementary education in early childhood education

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Abstract: The purpose of this article is to explore the problems and countermeasures of elementary education in early childhood education. This article reviews the background and current situation of elementary education in early childhood, and analyzes the possible problems it may cause, including limited physical and mental development of young children and excessive educational pressure. This article proposes countermeasures to address the issue of primary education in early childhood education, including focusing on the comprehensive development of young children, protecting their gaming and exploration time, establishing flexible and diverse evaluation methods, and strengthening home-school cooperation. This article aims to provide reference and inspiration for the healthy development of early childhood education by studying the issue of elementary education in early childhood education and its countermeasures.

Key words: early childhood education; elementary education; countermeasures; comprehensive development; games and exploration

1 Introduction

Early childhood education is a crucial part of social development and plays a decisive role in children's growth and future development. However, in recent years, the trend of elementary education in early childhood education has attracted widespread attention and discussion. Elementary education in early childhood refers to the phenomenon of early introduction of subject knowledge and academic requirements in the kindergarten stage, shifting the focus of early childhood education from gaming, exploration, and comprehensive development to the pursuit of academic performance and subject knowledge. Under this trend, the nature and goals of early childhood education have undergone profound changes.

2 The background and current situation of elementary education in early childhood education

In recent years, the elementary education of early childhood education has become a highly concerned issue in the field of education. Elementary education in early childhood refers to the phenomenon of early introduction of subject knowledge and academic requirements in the kindergarten stage, shifting the focus of early childhood education from gaming, exploration, and comprehensive development to the pursuit of academic performance and subject knowledge. This trend is becoming increasingly common in some regions, posing a series of challenges to the physical and mental health

and comprehensive development of young children.

There are various reasons and influencing factors for the formation of elementary education in early childhood education. The development of social economy and the changes in parents' educational concepts are important driving forces for the elementary education of early childhood education [1].

The reform of the education system and the transformation of educational concepts have also played a promoting role in the elementary education of early childhood education. In some regions, the education department has begun to include kindergartens in the category of compulsory education, requiring kindergartens to teach according to the standards and requirements of primary schools, leading to the phenomenon of elementary education in early childhood education.

Many kindergartens focus on imparting subject knowledge in their teaching, focusing on subjects such as letters, numbers, pinyin, and arithmetic, while neglecting children's games, exploration, and comprehensive development [2]. Moreover, the teaching methods and evaluation methods in kindergartens also tend to be elementary school oriented, using traditional teacher led teaching and written assessment forms, which has a certain inhibitory effect on children's learning interest and creativity.

3 Analysis on the problems of elementary education in early childhood education

3.1 Limited physical and mental development of young children

The elementary education of early childhood has brought a series of limitations and challenges to the physical and mental development of young children. Premature introduction of subject knowledge and academic requirements may limit young children's free exploration and development potential. The following are several aspects of limited physical and mental development in young children:

Firstly, premature subject learning may limit the comprehensive development of young children. The early childhood stage is a critical period for them to explore the world, cultivate interests, and develop basic skills. However, the elementary education of early childhood education has led children to learn around subject knowledge, resulting in a lack of exploration and development in other fields. This may lead to limited interests for young children and prevent them from fully developing their potential.

Secondly, the institutionalization of early childhood education may have adverse effects on the physical development of young children. In addition, excessive emphasis on subject knowledge and academic requirements may lead to young children lacking sufficient time and opportunities to participate in sports activities and outdoor games, thereby affecting their physical health and the development of athletic abilities.

Thirdly, the primalization of early childhood education may have a negative impact on the emotional development of young children. Early childhood is a critical period for emotional development. Premature subject learning and academic pressure may overlook the emotional needs of young children, leading to a lack of emotional support and security. This may have a negative impact on the emotional health and social skills of young children [3].

3.2 Excessive educational pressure

The elementary education of early childhood education has brought excessive educational pressure, which has had a negative impact on the psychological health and development of young children. The following are several aspects of excessive educational pressure:

Firstly, the primary schoolization of early childhood education puts young children under premature academic pressure. For younger children, premature academic demands may exceed their cognitive and developmental levels, leading to feelings of frustration, helplessness, or anxiety.

Secondly, the primalization of early childhood education may lead to a loss of self-esteem in young children.

Excessive emphasis on subject knowledge and academic performance can lead to young children's suspicion and negative evaluation of their abilities.

Thirdly, excessive educational pressure may lead to a decrease in young children's learning motivation and interest. If young children face excessive academic pressure during their early childhood, they may lose interest and motivation in learning.

Fourthly, excessive educational pressure may have a negative impact on the physical and mental health of young children. Excessive academic pressure and competition may lead to problems such as anxiety, depression, and physical discomfort in young children. The physical and mental health of young children is the foundation of their comprehensive development, and excessive educational pressure may have long-term negative effects on them.

4 Countermeasures for the elementary education of early childhood education

4.1 Emphasizing the comprehensive development of young children

In order to address the issue of elementary education in early childhood, we need to focus on the comprehensive development of young children. This means focusing not only on the learning of subject knowledge, but also on the cultivation of other fields. Here are some countermeasures:

Firstly, provide diverse learning opportunities. Young children should have the opportunity to participate in various activities, including art, music, sports, and social interaction. Art activities can cultivate children's creativity and aesthetic abilities; music activities can promote children's perception and expression abilities; sports activities can improve children's physical fitness and coordination abilities, and social interaction can cultivate children's cooperation and communication skills.

Secondly, encourage young children to explore and discover independently. Young children should have sufficient time and space for free play and exploration. Through independent exploration, young children can develop problem-solving skills, imagination, and curiosity. Educators should provide appropriate environments and materials for young children to support their autonomous learning and development.

Thirdly, focusing on the emotional and social development of young children is also crucial. Young children need to establish positive emotional relationships with parents and peers, and learn emotional management and social skills. Educators should provide emotional support and care, creating a warm and safe environment to promote the emotional health and social development of young children.

Fourthly, strengthen teacher training and professional development. Teacher training should focus on the diversity and integrity of early childhood development, cultivate teachers' educational concepts and teaching skills, enable them to flexibly respond to the learning needs of young children, and provide adaptive teaching methods and strategies.

4.2 Protecting young children's play and exploration time

In order to address the issue of elementary education in early childhood, it is crucial to protect children's play and exploration time. Here are some countermeasures:

Firstly, kindergartens and schools should develop reasonable curriculum arrangements. The course should allow sufficient time for young children to play and explore independently. This can protect young children's free time, allowing them to unleash their imagination, explore the world, and promote their personal development [4].

Secondly, educators and parents should work together to reduce additional learning pressure on young children. Children's extracurricular time should be used for leisure, entertainment, and interaction with family. Educators and parents should arrange children's homework and learning tasks reasonably to avoid excessive burden.

Thirdly, promote outdoor activities and natural experiences. Young children should have the opportunity to be

exposed to nature, participate in outdoor games, and exploration activities. Educators and parents can organize outdoor activities such as outings, picnics, and nature observations to bring young children closer to nature, discover the beauty of nature, and cultivate their environmental awareness and interest in scientific exploration.

Fourthly, provide interdisciplinary learning experiences. Early childhood education should go beyond traditional disciplinary divisions and encourage interdisciplinary integration and application in children's learning [5]. For example, project-based learning can be used to enable young children to engage in comprehensive learning on a topic or problem, involving multiple disciplinary fields. This can promote children's comprehensive thinking and innovation abilities, cultivate their problem-solving ability and comprehensive literacy.

Finally, advocate personalized education. Every young child is unique, with their own interests, abilities, and learning styles. Educators should pay attention to the individual differences of young children and provide personalized learning support and guidance.

4.3 Establishing flexible and diverse evaluation methods

Establishing flexible and diverse evaluation methods is crucial in addressing the issue of primary education in early childhood education. Here are some countermeasures:

Firstly, evaluate the learning situation of young children through observation and recording. Observation can help educators understand the interests, motivations, behaviors, and performance of young children. This approach can capture the true performance of young children and avoid relying solely on standardized tests and exams.

Secondly, adopt a comprehensive evaluation method. Comprehensive evaluation includes various evaluation methods, such as observation, oral expression, and work display. Through comprehensive evaluation, it is possible to have a more comprehensive understanding of young children's abilities, interests, and potential. This comprehensive evaluation method can better reflect the actual level and development process of young children.

Thirdly, encourage young children to participate in self-evaluation and peer evaluation. Young children can reflect on their learning and development through self-evaluation and peer evaluation. Educators can guide young children to observe and evaluate their own behavior and performance, encourage them to ask questions, express ideas, and interact and provide feedback with peers. This evaluation method can cultivate young children's self-awareness, critical thinking, and cooperative abilities, promoting their independent learning and growth.

Fourthly, continuous professional development and learning. Educators need to constantly update their educational concepts and teaching methods to meet the development needs of early childhood education. They can participate in professional training, seminars, and academic exchange activities, learn about the latest research results and educational practices, so as to improve their professional literacy and educational abilities.

4.4 Strengthening home-school cooperation

In order to address the issue of primary education in early childhood education, it is crucial to strengthen home-school cooperation. Here are some countermeasures:

Firstly, establish a good communication mechanism. Through communication, schools can timely understand the situation of young children in the family environment, and parents can also understand their performance and needs in school, so as to jointly develop plans to support the development of young children.

Secondly, provide family education support. Schools can provide parents with relevant educational training and resources, such as family education lectures, parent manuals, etc., to help them better understand the growth and educational needs of young children. This can enhance parents' understanding of early childhood education and provide them with the support and guidance they need.

Thirdly, encourage parents to participate in school activities. Schools can organize various family activities, such as parent-child games, parent lectures, school open days, etc., and invite parents to participate actively. This participation can enhance home-school interaction, promote parents' understanding and trust in schools, and also enable parents and educators to jointly pay attention to the comprehensive development of young children. In addition, schools can collaborate with parents to plan and implement projects or activities to promote the comprehensive growth of young children.

Fourthly, provide regular feedback on the learning progress of young children. Schools can regularly provide parents with learning feedback and evaluation results for their children. Moreover, schools can also discuss and develop next learning goals and plans with parents, so that parents can provide more targeted support and guidance to young children in the family.

5 Conclusion

To address the issue of elementary education in early childhood education, multiple strategies need to be comprehensively applied. Focusing on the comprehensive development of young children, protecting their play and exploration time, establishing flexible and diverse assessment methods, and strengthening home-school cooperation are all aimed at meeting their development needs and promoting their healthy and happy growth. I hope that the research in this article has certain guiding significance for solving the problem of elementary education in early childhood education, and provides useful reference for relevant educational practices.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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