



Research on the Value Proposition, Role Division and Implementation Path of Juvenile Cohesion

Lan Yang

Dali University, Dali, Yunnan, China

Abstract: Preschool education is the focus of education and teaching activities at this stage. The "de-primary schooling" has always been steadily and continuously promoted. However, in order to enable children to integrate into primary school learning and juvenile cohesion in a better state, it is necessary to implement juvenile cohesion education and let children keep healthy in physical and mental development. Based on this, this paper starts with development status of juvenile cohesion education and teaching activities to define the role value of juvenile cohesion. Besides, it analyzes the roles of different subjects in juvenile cohesion activities in combination with practical cases, and then puts forward practical implementation paths, so as to make children ready, truly achieve the development goal of juvenile cohesion education, and create a benign early childhood education system.

Key words: juvenile cohesion; role division; implementation path; value proposition

1. Introduction

Juvenile cohesion is an indispensable teaching link in kindergarten education and teaching activities and a key task related to children's growth and development. However, at present, there are still many problems in the actual implementation of this work, and it has not played a role in application. The joint teaching of juvenile cohesion needs the participation of teachers, parents and kindergartens. Kindergarten is the starting point of children's growth and development. The conscious and purposeful adjustment of children's physical and psychological state in the kindergarten can make children adapt to primary school faster, achieve a smooth transition and let children grow up healthily. Today, with the implementation of the all-round development of educational engineering, it is of great significance to strengthen the research on juvenile cohesion.

2. Value Proposition of Juvenile Cohesion

The integrated implementation of juvenile cohesion is relatively special. It not only has the characteristics of practicality, interest and education, but also has the characteristics of sociality and innovation. Juvenile cohesion is a teaching goal proposed under the new curriculum concept. Kindergartens need to create a characteristic cohesive education system according to their own actual situation, systematically connect and integrate primary school and kindergarten education, and successfully complete the transition of children. For the integrated implementation of juvenile cohesion, it needs to mix learning life, collective life and social practice to create a comprehensive teaching guiding content, which can not only improve children's comprehensive quality and individual ability, but also cultivate children's sense of

responsibility, innovation and practicality. From the perspective of children's development, the integrated implementation of juvenile cohesion work can improve children's learning awareness and thinking ability, reduce parents' growth anxieties, and lay the foundation for children's comprehensive development. Besides, under the guidance of juvenile cohesion education, children's innovative and creative thinking will also be cultivated. From the perspective of early childhood development, the integrated implementation of juvenile cohesion in the kindergarten stage is not only an important channel to achieve the five integrated education goals, but also a key task put forward in the *National New Curriculum Concept*. In general, the integrated implementation of juvenile cohesion work in preschool education is imperative. It is the key to the comprehensive development of children and plays an irreplaceable role in cultivating children's values of "unity of knowledge and practice" and "combination of hands and brain". It needs the attention of kindergartens and preschool teachers, as well as the active cooperation of parents to change their educational ideas, so as to cultivate children's sense of independence and strengthen their own behavior abilities.

3. Role Division of Juvenile Cohesion

3.1 Analysis on the roles of preschool teachers and kindergartens in juvenile cohesion

Kindergartens are the starting point of juvenile cohesion. Kindergartens must plan, design and implement juvenile cohesion education in advance. In the new era, juvenile cohesion should not start from senior classes, but from middle classes or even earlier, which is different from formal education. With the help of different forms of education and teaching activities, children can better adapt to primary schools and eliminate their maladjustment before entering school. Kindergartens must recognize the importance of juvenile cohesion and avoid the problem of "primary schooling". As preschool teachers, in the teaching process, we should strictly follow the education policy of loving children, facing all, paying equal attention to childcare and education, and children's healthy growth, and fully implement it, so as to better promote children's development, implement quality education, and create a good space environment for children's happy growth. In the process of implementing juvenile cohesion, the most important test for preschool teachers is how to reasonably and effectively guide children and avoid the problem of "primary schooling", which requires teachers to adhere to the corresponding teaching principles, get out of the misunderstanding of juvenile cohesion, and regularly reflect and summarize to improve the quality of juvenile cohesion. Thus children can develop healthily and make progress in juvenile cohesion activities, grow up in juvenile cohesion, acquire knowledge and accumulate experience, comprehensively improve their comprehensive quality, and devote themselves to primary school activities in a full state.

3.2 Analysis on the roles of parents and families in juvenile cohesion

Parents should also establish a correct juvenile cohesion concept and guide children scientifically. They also should actively cooperate with kindergartens and preschool teachers, actively cooperate with kindergarten activities, make a positive response, consciously guide and train children, so that children can grow and progress in juvenile cohesion activities. Parents should establish a correct idea on educational development. While updating the juvenile cohesion and guidance methods, they also need to actively carry out the juvenile cohesion preparation work, so as to truly improve the quality of family education, create high-quality and efficient juvenile cohesion activities, complete the auxiliary work, cultivate children's independence, improve children's motivation, and make children full of expectation and longing for primary school, rather than conflict and resistance. At present, parents and families play a poor role in juvenile cohesion, their role position is unclear, and they do not act as good promoters. Through practical analysis, the preparation activities before juvenile cohesion should be combined with the actual learning situation, deepen the theoretical research, pay attention to experience sharing and implement the supervision and evaluation system. At the same time, when carrying out site-based juvenile cohesion activities, we should pay more attention to the preparation activities before juvenile cohesion,

which can better improve the effect of juvenile cohesion according to the regional educational background and juvenile cohesion in kindergarten. Parents need to clearly change their own ideas, carry out corresponding family education according to the law of children's physical and mental development, and let children develop good behavior habits.

4. Implementation Path of Juvenile Cohesion

A good juvenile cohesion education environment and a perfect juvenile cohesion atmosphere can significantly improve the effect of juvenile cohesion. When children are in a comfortable state, they can accept the guidance of teachers and parents faster, become more interested in learning and collective juvenile cohesion education in the future, and take the initiative to change their behavior, and strengthen their self-care ability.

4.1 Setting up scientific teaching objectives of juvenile cohesion

In the process of juvenile cohesion, preschool teachers should start from the children's own situations, vary from person to person, clarify the objectives of juvenile cohesion, complete the preparation of juvenile cohesion, ensure that the implementation measures of juvenile cohesion are scientific and effective, let the children have a happy childhood, and increase the psychological expectation and emotional motivation to integrate into the primary school environment. If we want to give full play to the value and role of juvenile cohesion education, we should determine the juvenile cohesion scheme from the reality and combined with the specific situation of children. In the actual training process, the specific training scheme shall be rectified according to the actual situation and specific performance of children. We should reflect on specific actions to ensure that the training activities are scientific and reasonable and correct improper plans in time. The setting of goals and contents is very important for juvenile cohesion education, especially in the early childhood stage. Interest is the driving force, so both parents and preschool teachers should pay attention to ways and methods, and choose ways that children can easily accept to carry out juvenile cohesion education, and eventually realize the cohesion between early childhood education and primary education. For example, a kindergarten conducted a systematic survey on children and their parents and carried out a comprehensive, objective and scientific analysis according to the actual survey results, and then designed a detailed implementation plan of juvenile cohesion, so as to better implement the activity objectives. According to the questionnaire, teachers can carry out cohesion teaching more scientifically and effectively.

4.2 Creating a perfect atmosphere for juvenile cohesion

Teachers can guide children to develop good behavior habits, learning habits and thinking habits with the help of different game activities and situational activities, so as to truly realize the in-depth juvenile cohesion. For children aged 3-6, the best teaching activities of games can not only exercise children's physical fitness, but also promote brain development. If we want to integrate the educational concept of juvenile cohesion into game teaching activities and strengthen the effect of education and teaching, we should start from reality, clarify the acquisition mode of teaching resources and the design direction of teaching mode, and construct the corresponding teaching environment at the same time. Organically integrate the work, teaching and games of juvenile cohesion, so as to promote children's physical and mental development. With the help of games, some primary school knowledge is presented and transmitted to children in an interesting way, so that children like learning, love thinking and take the initiative to think. Compared with traditional teaching methods, this curriculum based on the concept of juvenile cohesion is easier to accept, and can also guide children's logical thinking. For example, in the process of learning mathematics knowledge, teachers can start with the telephone number of children's parents to let children perceive the concept of numbers, or design corresponding games from the working materials of juvenile cohesion, seat number or student number. It can not only transfer mathematical knowledge, but also help children better accumulate work experience and strengthen the awareness of mathematical application. A kindergarten teacher designed the game of "three little rabbits" to introduce the height and weight of the

little rabbits, how many families the little rabbits have, the house numbers and telephone numbers of different little rabbits to children, so as to guide children to perceive, experience and understand the significance of mathematics. On this basis, let children collect their own information, such as parents' height, weight, telephone number and so on. In this story game teaching situation, children can better understand and memorize numbers, and are willing to actively try and experience the use of numbers, accumulate perceptual experience, digest knowledge imperceptibly, which will lay a foundation for their learning in primary school.

5. Conclusion

To sum up, in juvenile cohesion, teachers should guide children to develop good behavior habits and logical awareness of thinking, so as to better adapt to children's life and lay a solid foundation for subsequent development. However, there are still many problems in the current juvenile cohesion education carried out in kindergartens. It is necessary to further clarify the implementation path of juvenile cohesion education from the macro and micro levels, formulate detailed juvenile cohesion plans, develop more juvenile cohesion modes, systematically organize teaching activities to achieve teaching results and grasp the opportunity of juvenile cohesion, and let juvenile cohesion education be better implemented.

Conflicts of Interest

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

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