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A Literature Review of the Early Childhood Education: Developmentally Appropriate Practices (DAP) & Strategies

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Abstract

Early childhood education is a broad, dynamic, and ongoing system that necessitates extensive educational planning and policy support. In terms of management, teacher training, teaching stage, curriculum articulation, and teacher employment, early childhood articulation has developed a complete system and planning system in the United States. However, kindergartens in China ignore children's development laws and characteristics, blindly adopting reading, writing, and calculation as early childhood articulation curriculum goals. The purpose of this review was to synthesize previously published research on evaluation in early childhood education (ECE) in China. To improve our understanding of evaluation in ECE in China and to make comparisons with findings from US studies, the studies covered in this review can be classified as follows: (1) studies concentrating on assessment concepts and aspects in ECE in China & US; (2) studies focusing on developmentally appropriate practices (DAP) & strategies. This paper also reviews the curriculum reform process and demonstrates the reform's strong reliance on Western early childhood education theories and practices. Based on the findings, we proposed directions for future study and practice by stating that evaluation concepts and components need to be defined and characterized more explicitly.

Keywords: Early Childhood Education (ECE); Assessment Process; Developmentally Appropriate Practices (DAP) & Strategies; Comparative Analysis.

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1. Introduction

The term "transition from kindergarten to primary school" refers to the educational relationship between kindergarten and primary school. During this time, pre-school children will transition from a play-based kindergarten to a systematic formal primary education, marking an important stage in their psychological development [1]. The National Center for Early Development and Learning (NCEDL) emphasized that the transition from kindergarten to primary school is important for children's academic success and development of fundamental skills. This transition involves both how children transition to kindergarten and how families connect with schools. Not only are children undergoing change, but also their families and education professionals. It should be considered a procedure. Caregivers and primary school teachers can arrange effective transitions and share information on education and teaching through strong collaboration between pre-school institutions and primary schools. This will enhance the continuity of education.

Since the 1990s, all nations have prioritized the transition from kindergarten to primary school. Countries have taken different steps to promote a seamless transition from early childhood to primary education. In China, kindergarten education is an essential component of basic education and the foundation of schooling and lifetime learning. To establish a strong foundation for the development of children's lives, kindergartens in both urban and rural areas should be grounded in reality and provide quality instruction based on local conditions [2]. Early childhood education and the long-term development of children have no short-term focus on the transition from kindergarten to primary school. Overall quality enhancement is the long-term objective.

The transition from kindergarten to first grade is a comprehensive, dynamic, and ongoing process that involves substantial educational planning and government assistance [3]. In terms of administration, teacher training, instructional stages, curriculum integration, and teacher recruitment, the transition from kindergarten to primary school has produced a complete structure and planning system in the United States. This comprehensive plan assures that the transition from kindergarten to primary school in the United States is governed by standards and is conducted in an orderly, equitable, and unified manner. The kindergarten readiness assessment is a technique for evaluating the skills and information acquired by children prior to entering primary school. The exam results are utilized by kindergarten and lower primary school teachers to enhance instruction and assist students in reducing their preparedness. Differences, increase academic achievement, and inform parents about the child's development status in order for them to make future school options.

While the Chinese early childhood curriculum has included many Western educational ideas, the Chinese people have encountered numerous obstacles during the curriculum reform process due to tensions between Chinese traditional culture, political structure, and Western educational principles. However, there is a lack of research on the global quality of early childhood education to support international researchers and practitioners in understanding philosophical change in Chinese classroom applications.

2. Literature Review

2.1. Early Childhood Education System in China

The age requirement for Chinese children to enter primary school is 6 years before September 1st. Even if they are born on September 2, they can only wait for the second year to re-enter. Whether this kind of strict control can enter the primary school for one day is actually neglecting the characteristics of children's physical and mental development. The development of children's mind and body is staged and unbalanced. We cannot simply regard the young connection as a "Point event." All questions will be concentrated on the point of "entrance". Even at the point of "first day of schooling", or only in the last year of preschool education and the first year of primary education. This is actually a narrow, static, young connection. Children at the edge of this age limit are often caught in a dilemma.

The American education community believes that children have individual differences in intellectual, emotional, and social development. Usually girls develop faster than boys, and children born in different months also have differences (Chinese classes often have the youngest child and the biggest child differ by 12 months). The phenomenon). Therefore, in the transition period of the young convergence, the government and the school have also taken into account this difference. The government-funded transitional kindergarten course TK (transitional kindergarten) is designed to be 4 years old but between September 2 and December 2 Set up a five-year-old child who can skip the K grade and go straight to the first grade of primary school after the TK course is over. There are also some children in the United States called "summer babies", which are children born in July and August. They are usually the youngest children in Chinese classes. The transitional first grade course T-1 (Transitional First Program) is specialized. For these children to set up after completing the K class, after T-1, the child will enter the regular first grade. Of course, the TK and T-1 courses are not mandatory, and parents can choose according to the actual situation of the child.

At present, China's young connections are characterized by "short, steep, fast" ("short" means that the start and end of the young connection is very short, starting from the kindergarten of the child, to the end of the first semester of the first grade of primary school, even It is shorter; "steep" means that the working schedule and living environment are very different; "fast" means fast connection, which is manifested in the intensive training of the knowledge and skills of kindergarten children in large classes, and the role consciousness and behavior of freshmen entering the first grade. Coercion). In the process of rushing to the primary school, many kindergartens ignore the law and characteristics of children's development, blindly read, write and calculate as the curriculum objectives of kindergartens.

Young cohesion is necessary. Preparing for primary school is also an important function of preschool education. However, young cohesion is not to learn primary school knowledge in advance, but to prepare children for primary and secondary development, including physical and sports, cognitive ability, learning attitudes and methods.

Today's preschool education is coming back to the "teaching of no religion." From the perspective of pedagogy, "teaching without teaching" is to infiltrate and infiltrate naturally in life and games, and to enhance the cognitive ability of young children. During this period, the teaching of children should be "living" knowledge, not "dead" knowledge. For example, using small details such as dumplings and cakes to let children understand some basic concepts of mathematics; refer to the signs, signs, and even advertisements that they see everyday, and teach

them literacy instead of simply The literacy card refers to the child, mechanically requires his memory, retelling; can also allow each child to participate through various multi-sensory, diverse thematic activities, in language ability, hands-on ability, social ability And cooperation capabilities have been comprehensively improved. In short, the teaching methods of kindergartens cannot be made primary, and the difficulty of learning content can be reduced.

2.2. The development stages of the transition from kindergarten to primary school in the United States: A historical Perspectives

In 1837, the German educator Friedrich Froebel founded the world's first private kindergarten, named the "children" garden (kindergarten). In 1856, Margarethe Meyer was inspired by Froebel to open the first American private kindergarten in Wisconsin, taught in German. He believed that kindergarten should be a parenting environment and children can be officially Before going to school, through the game, music to develop their psychology, social and emotional, he emphasizes the respect for nature, and prepares students for 2 to 6 years old by using songs, dance, finger games, paper crafts and games. .

In 1873, the first English-speaking public kindergarten in the United States was opened in St. Louis, USA. The goal of public kindergartens was to inculcate cultural values and norms of behavior. Froebel's philosophy of education: advocates child-oriented, follows nature, and emphasizes freedom in education. The importance of the event and the way in which the self-directed game is taught remain unchanged. Early kindergartens promote learning through games and social interactions. Kindergarten is a unique learning environment. Unlike primary schools, the curriculum is based on children's development knowledge, focusing on the importance of building partnerships with parents and families, and stressing that children are Games in a non-academic atmosphere.

In 1957, the Soviet Union launched its first artificial satellite, causing the American education community to reflect on the quality of education in public schools. In the 1980s, under the influence of Japan's rapid economic development, the United States launched a trend of "going back to the basics" and in 1983 issued a report on "The State is in crisis". The focus of early education programs is on children's academic achievement. Early education in the United States began to pay attention to reading and writing skills. Kindergartens began to adopt methods such as placement tests, standard tests, memory training, and delayed admission. Policymakers use the consistency of kindergarten and primary school to extend academic practice to include reading, writing, and arithmetic. Many preschool teachers have also abandoned the child-centred approach, focusing on competency-based teaching and teaching in a teacher-led manner, leading to the phenomenon of "primary schooling" [4]. In the 1990s, the American education community focused on the importance of children's academic development. Kindergartens began to emphasize formal reading and mathematics similar to first-year classes, rather than games and socializing. The accountability and high-risk testing required by the 2002 No Child Left Behind Act led to a further increase in the academic needs of kindergartens.

The United States divides the kindergarten class with the primary school grades one, two, and three grades into one stage, combining or combining early childhood education with primary school lower grade education into an education stage. This model preserves the differences in the teaching methods of kindergartens and primary

schools, and sets up transitions during the transition from kindergarten to primary school to alleviate the problem of children's incompatibility. The kindergarten class is attached to the elementary school. It has the same teaching plan and schedule as the elementary school, and secondly it is the kindergarten. From the perspective of the expected level of faults and the learning environment, parents and teachers will give new expectations and pressure to the children who have gone to school, and reduce the time for children to play games and watch TV in order to study. The free, lively and spontaneous learning environment in early childhood is transformed into a learning environment with sub-discipline learning, homework, and teacher management. Children feel pressure and burden to easily create learning disabilities [7]. Setting K class and primary school in the same environment is beneficial to parents and teachers to raise the basic requirements for children to learn in advance. The children accepted this "regular" and strict learning earlier. Early attention to the cultivation of independent learning habits is conducive to their adaptation to primary school learning, and will better face and adapt to the higher demands and expectations of teachers and parents [8].

2.3. Child Development & Early Learning: A Theoretical Perspective

Piaget's stages of development and Vygotsky's zone of proximal development study remind educators that kindergartens cannot allow students to learn too deeply, and that the curriculum needs to be adapted to current children. progression stage. Miller (2006) said that kindergartens have undergone fundamental changes in the past two decades. Children spend more time on literacy and mathematics to guide and test their lives, use their imagination, and pass Explore and play time to learn. Stipek (2006) also suggested that the pressure to improve academic performance may lead teachers to ignore physical development, social and emotional development. Education in these areas is very important for children. Educational tasks are greatly changing the teaching principles of American kindergarten teachers. .

In response to this situation, in 2009, the Position Statement of the National Early Childhood Education Association was officially released. The Position Statement is based entirely on the study of child development, children's learning and effective educational practice. This position is stated as an educator. Guidance and principles are provided by the instructor. The advice given in the course is that teachers should implement "a well-planned, challenging, attractive, development-appropriate, culturally and linguistically integrated curriculum that will enable all young children to achieve positive results. Development Suitability of the Definition of Position Statement The practice is: (1) developing appropriate practices requires teachers to have a good understanding of children in order to achieve challenging and achievable goals; (2) all teaching practices are appropriate for the child's age and development; (3) suitable for development The practice does not mean making it easier for children to learn [5]. On the contrary, it means ensuring that the goals that are appropriate for their learning and development are challenging enough to promote their progress and retain interest in learning. Development-appropriate practice is a comprehensive educational perspective that supports the optimal health development of every child and incorporates new research, knowledge and science on child development and learning. DAP emphasizes: (1) the appropriateness of child development. Child development follows a general sequential pattern and is interrelated (cross-domain (cognitive, physical, social, and emotional)). Understand the developmental order of all areas and use child development information to plan and identify activities, environments, experiences and strategies to promote growth and learning in the best possible

way. (2) Personal suitability. Every child is an individual and develops in a unique way. Understand each child's strengths, abilities, needs, challenges, interests, temperament and learning methods. (3) Social and cultural suitability. Learn about each child's culture and family background, unique values, language, lifestyle and beliefs [6].

2.4. Integration Of Primary School and Kindergarten Learning Standards

The United States has divided the kindergarten to the third grade of primary school into a young convergence phase for a total of four years. Kindergarten K to the second grade of primary school will not be evaluated. Beginning in the third grade, students are required to take part in the state's English language arts and mathematics tests and the annual cognitive test for students of the same age group in the same age. The young connection we understand only refers to the transition between the kindergarten class and the first grade of primary school. The preparation period is one year or half a year. This practice seems to be short and short-lived, and it is still difficult for young children to adapt completely. In the United States, children between the ages of 5 and 8 are divided into young transitional periods, so that children can complete the natural transition and reduce the many incompatibility caused by the rapid transition. The connection work is systematic, and the teaching content must be systematic and standardized to avoid Missing and duplication of knowledge.

The creation of academic learning standards began in the 1980s as the core of the school reform movement. Standards as an organizational framework for evaluation, content and content of national education professional organizations and national K-12 courses. The education department can use standards to clarify student learning content and measure student learning outcomes. In 1994, with the passage of the Goals 2000: Educate America Act Legislation, the standards movement expanded preschool children, and the primary goal of the eight national education goals was "to In 2000, all children in the United States will be prepared for admission." The 2002 No Child Left Behind Act strongly encourages states to develop early learning standards to clarify what content benchmarks children should know from infancy to kindergarten. .

Since 2002, most states have or are developing early learning standards for infants and preschoolers, and are increasingly perfecting academic and skill standards that are aligned with K-12 programs. The American education community believes that good learning standards have the following characteristics: (1) is the basis for teacher training and certification curriculum; (2) can help parents reasonably set the expectations of children of specific ages to guide their childcare and education; 3) Standards as a public information can inform the public about the appropriate expectations for children; (4) can guide course developers to develop age-appropriate courses according to standards; (5) provide a basis for national monitoring and evaluation [9]. The learning standards vary from state to state in the United States. The following learning standards in this article take Ohio as an example.

2.4.1. Non-academic skill standard

The learning development standards for children in K kindergartens to third grade in Ohio involve learning methods, physical health, social and emotional development, and these standards help to develop non-academic

skills that are critical to student success. These early childhood education standards are developed by the Ohio Department of Education, the Ohio Department of Employment and Family Services, the Ohio Department of Health, the Ohio Department of Mental Health, the Ohio Department of Developmental Disability, and the Governor's Office. Work with the writing team to develop these standards. These standards are not related to any assessment and are intended to guide the learning and development of lower grade students. Indicators identify the concepts and skills that students must master at the end of each grade.

The learning method standards are divided into: (1) learning initiative and curiosity. Whether the child will challenge the problem of learning new things and interested in himself will actively seek answers as evaluation criteria; (2) action and reflection. The metrics are: formulating, organizing, and executing plans and achieving goals and action plans with rules and logic; (3) attention. Investigate whether a child can concentrate on ignoring irrelevant things; (4) perseverance, that is, whether it can complete complex activities and tasks from beginning to end; (5) creativity. The child determines the difference between the type of problem and the problem according to the type of problem to adjust the strategy to solve the problem; (6) express the thoughts and feelings through the works of art, so that the child can express creative ideas, can compare and contrast other people's creative works standard.

Physical health criteria include: (1) exercise development, awareness of health concepts and behaviors (physical awareness: how human organs and functions work together; nutrition: weight management, elements of healthy lifestyles, and how to identify according to nutrients To choose food); (2) to distinguish between healthy behaviors and unhealthy behaviors that affect health, identify the consequences of unhealthy behaviors, and find healthy ways to express needs and feelings.

Social and emotional development criteria include: (1) emotional expression of emotions (expressing the understanding of the way students and others think); whether they can communicate their feelings with their peers or adults or how others' behavior affects their feelings); 2) Self-regulation (understand what behavior is considered acceptable and desirable by peers and adults; self-control in various situations and knowing to be responsible for behavior and related consequences); (3) self-ability (know yourself) And through hard work, you can learn new knowledge with confidence).

2.4.2. Linkage of academic curriculum standards

The model course is a major component of the learning standards. Determine the knowledge and skills that kindergarten students should have in their 12th grade. It highlights the concept of "learning process" and points out that learning is a gradual, in-depth and long-term process. The Ohio Department of Education found that critical thinking and problem-solving skills are the qualities they most need through surveys of colleges and employers. The Ohio Department of Education's learning standards point out that the school teaches students to apply these skills to the curriculum they are studying at school to ensure their future success in college and career. Demonstration courses provide guidance to teachers to help them standardize standards and assessment criteria, help teachers plan their teaching, choose appropriate teaching techniques, textbooks, and other materials [10]. Class K is consistent with courses offered in the first, second and third grades, including English language

arts, art, mathematics, sports and science. Teaching strategies, examples, and teaching tools or resources are included in the demonstration course for each course. The model course details the knowledge and subject matter, teaching strategies and examples of teaching practices required for each grade. The components of the demonstration course include: (1) details of the content. This section aims to clarify, support and extend the understanding of learning standards. (2) Progress. Progress provides teachers with the knowledge and skills students have acquired before the grade and the knowledge and skills students should learn in the next grade. It reflects the way in which students' skills and knowledge are developed over time, from simple to complex. (3) Teaching support. Ohio's first-line teachers, education administrators, and college teachers work together to carefully select and develop strategies and resources. (4) Teaching strategies. Teaching strategies are practical teaching methods and recommendations for teachers [11].

In order to achieve the internal consistency and continuity of the goal and teaching methods in the young articulation course, the K-level of the same course and the same content of the first, second and third-grade course elements are progressively carried out, and completed through four years of theme learning. An overall goal.

2.5. Kindergarten Preparation Status Assessment

According to the regulations of the US Federal Ministry of Education, the kindergarten preparation assessment test is a tool to examine the ability and knowledge level that children have acquired before entering primary school. The test results are used by kindergarten teachers and lower primary school teachers to improve teaching and help children to reduce their readiness. Differences, improve academic performance, and let parents know to understand the child's development status and make further school decisions.

The Kindergarten Readiness Assessment is a formative assessment report that includes 50 items that are completed by students in answering questions and presentation skills. Assessment is part of the school's daily teaching activities. From the first day of school in August to the November 1st of each fall, teachers must record their observations for each child. The evaluation results of the high, middle, and low grades are: (1) Demonstrating Readiness, The child is fully prepared to enter primary school; (2) Approaching Readiness, the child is ready to enter primary school; (3) Emerging Readiness, and the child needs to be strengthened before entering primary school [13].

Each state in the United States has a Kindergarten Readiness Assessment (KRA) system that measures school readiness in line with the state's early learning and development standards (from birth to kindergarten) and is intended to be used by teachers to improve the classroom. Teaching can provide information for policy makers, educational research, and educational decision makers. Let parents and kindergarten teachers understand each child's skills, learning and development needs and advantages and disadvantages, and then give corresponding support and help. The results of the assessment can be used to determine which skills the child has mastered and to determine the skills that the student will need to learn next.

Access to and quality of education, as well as decreasing educational inequality, are equally critical concerns to address. The premise behind education equality is that everyone is born equal and has the right to a good education that allows them to acquire and master the necessary information and skills to live a happy life, and that as long as they work hard, they will succeed.

2.6. Preschool quality and child development in China

According to Paulu (1996), children's chances of success in kindergarten increase if they have had opportunities to develop the characteristics such as confidence, curiosity, persistence, cooperative, self control, & sense of empathy. Children must learn to believe in themselves and their ability to succeed. Confident youngsters are more inclined to take on new things and complete them successfully. Children must develop self-reliance (Clarke, Dawson, & Bredehoft, 2004). Children are naturally curious about their world and environment. As a result, kids develop competence and a sense of control over their learning environment (Bredehoft, 2006). Regardless of how difficult the task is, the youngster should be able to persevere until it is accomplished (Grouzet et.al. 2005). Children must be able to work cooperatively with others and learn to share and take turns. Preschoolers must learn to respond to situations in a non-aggressive manner. They should understand the principles and limitations of acceptable behaviour and be able to distinguish between proper and inappropriate behaviour (Bredehoft, 2006). Children must develop an interest in others and an ability to understand how others feel.

Yufen Su, Nirmala Rao, Jin Sun, Li Zhang, (2021) conducted study to examine the relationship between observed preschool quality (as measured by the Measure of Early Learning Environments) and children's holistic development (as measured by the East Asia-Pacific Early Child Development Scales), as well as whether residence area moderated this relationship. Results indicated that preschool quality was higher in Shanghai than in Guizhou province of China. Preschool quality was positively associated with child outcomes, after adjusting for child, family and program characteristics and area of residence. Moderation analyses showed a weaker association between preschool quality and child development in urban Shanghai and rural Guizhou than in rural areas. The benefits of preschool quality may be particularly beneficial for children living in poor, rural areas, according to the researchers.

2.7. Primary School and Kindergarten Teacher Training and Recruitment Integration

The fundamental purpose of the young connection is to maintain the continuity of child development by maintaining the continuity of the young learning environment. The effective cooperation of young teachers is the key to maintaining the continuity of the young learning environment. Through the cooperation of young teachers, we can ensure the continuity of the teacher-student relationship in the young stage, the continuity of the educational concept and the continuity of the curriculum.

In the United States, in terms of teacher training and hiring, kindergartens and primary school teachers are jointly trained. According to the age group of children, Ohio provides eight types of professional certification for K12 teachers. The certification determines the type of teacher teaching students. Licenses covering early

childhood education include early childhood education licenses (PK - 3), multi-age licenses (PK-12), others include mid-term child licenses (grades 4-9), and teen licenses (grades 7-12). In this way, the kindergarten to the third grade of the primary school is the same kind of teacher qualification certificate. The teachers have a good understanding of the physical and mental development and learning characteristics of the young children in the early connection stage. The teaching content and methods are properly selected, and the differential needs of the children can also be considered in the connection strategy [15].

2.8. Encourage Parental Involvement

Parents actively participate in the young connection education, not only can help children better prepare for school, but also help teachers to effectively carry out educational practice. This is reflected in the following two aspects: First, parental guidance and support can effectively promote children's self-discipline. The development and development of abilities to reduce the likelihood of child problem behavior. Secondly, parents are teachers' bridges for children. Children transition from kindergarten to primary school. The changes in their physical and mental development require teachers and parents to actively communicate to ensure that children complete the young connection smoothly.

3. Methodology

Regarding this study's methodology, we first examine China's education development phases from a historical perspective, and then create and demonstrate the fundamental educational system in modern China. Based on information released by the Ministry of Education of the People's Republic of China, we describe and compare the rapid expansion and diverse development of various levels of education in recent years, including preschool education, primary school education, junior secondary school education, senior secondary school education, and college education. Following this, we do a review of prior research on education return, quality, and equity. We conducted a literature search and review using the terms "education return", "education quality", and "education equity" on the Web of Science and Google Scholar databases for the years 2010 through 2022. For each topic, we examined the study literature in both international and Chinese contexts. By reviewing all collected relevant literature, we captured the overall picture of the research area, elaborated the research line by introducing the most prominent and relevant work in the international context, and then specifically analysed the research and empirical studies in China's context by examining the research findings and the connections between the various studies.

4. Research Findings & Discussion

4.1. Formulate a curriculum standard system from kindergarten to secondary school

As far as China's current academic system is concerned, kindergartens and primary schools belong to two relatively independent academic stages. The two have great differences in educational goals and educational programs, as well as educational content and educational methods, and cannot guarantee the continuity of education in the basic education stage. And integrity. Kindergartens follow the general guidance and specific requirements of the "Guidelines for the Guidance of Kindergarten Education" and the "Guidelines for Learning

and Development for Children 3-6 Years Old” [17]. Primary education follows the syllabus of various disciplines in the compulsory education stage [18].

If the policy is not taken into account in the standards required to implement the policy, schools, teachers and students will be blindly implemented. Unlike the “K-12 grade” overall curriculum philosophy embodied in American education standards, China's curriculum standards are implemented in stages, but because different stages of standards are handled by different teams, the degree of cooperation and communication between research teams will affect different education. Cohesion and coherence between the phases.

There are inconsistencies between the kindergarten curriculum and the primary school curriculum in terms of curriculum objectives, curriculum content, teaching methods, and curriculum evaluation, which leads to inconsistent curriculum orientation. It is these inconsistencies that cause young children to have inconsistent course experiences during the young cohesion process. These experiences may bring tension and anxiety to children, and make children have a negative attitude towards the primary school that has already arrived.

Then, in order to avoid or mitigate the occurrence of these conditions. First of all, under the existing conditions, the school system cannot be changed. In order to achieve an effective connection between young children, the degree of convergence between the "Outline" and "Guidelines" followed by kindergarten education and the subject syllabus to be followed by primary education, The degree of convergence of goals is particularly important. Standards serve as an outline document for guiding the overall situation, and its systemic nature will affect the whole process of curriculum development and implementation. Due to the division of the academic system, the field of preschool education and the field of primary education did not form a cooperative community for consultation and decision-making when formulating the "Outline", "Guide" and syllabus, which led to the inability to achieve organic integration and integration between kindergarten education and primary education. To fundamentally solve the problem of young connection, the education administrative department must break through the limitations of the learning stage on the basis of children's development science and learning science, and organize experts and scholars and front-line teachers in the field of preschool education and primary education to cooperate with design and cooperation. Formulate standards for educational goals and outline systems.

Secondly, it is necessary to establish a bridge between the kindergarten and the first grade of the primary school, which is effectively linked. That is, Tyler said that the curriculum is vertical organization, and the vertical organization has to do the ordering and coherence of the two stages. , sorting refers to a continuous curriculum based on the previous curriculum, and more depth and breadth; coherence refers to the repetition and depth of the curriculum. [22] Combined with the principle of vertical organization, the connection between kindergarten and primary school can not be too blunt, ignoring the feelings of young children, for example, the kindergarten primary school. At the same time, kindergartens and primary schools need to work together step by step, step by step, from shallow to deep, and to do this, the root cause needs to redefine the curriculum orientation of the young curriculum convergence, and determine the new curriculum objectives according to the new curriculum orientation. Course content, teaching methods and course evaluation [23].

4.2. Establishing a teacher cooperation system platform and condition support system

Teacher cooperation requires institutional support and conditional support. For cross-disciplinary and inter-departmental cooperation between kindergarten teachers and primary school teachers, institutional support and conditional support are more important. The government needs to establish a basic institutional framework to ensure the mobility of the education administration, the active support of community members, and the professional guidance of education experts. However, at present, primary school teachers and preschool teachers are each in a row, and the problem of young connections has not been able to achieve breakthroughs. The important value of teacher cooperation has not been given enough attention. Lack of institutional cohesion, institutional support and technical support for the cooperation of young teachers will inevitably make it difficult for preschool teachers to get rid of the dilemma of “young convergence” and “de-primeization” [24].

From the perspective of relevant subjects, “young convergence” includes the connection between family education, school education and social education; from the perspective of curriculum, it includes the connection of health, language, society, science and art. Due to the lack of strong guidance and effective cooperation between young teachers, when the government bans “primary schooling” and experts criticize “primary schooling”, preschool teachers cannot accurately locate between “young convergence” and “de-primeization”. The relationship, the poor handling of this "degree", caught in the dilemma of "young convergence" and "de-primitization", this dilemma makes the preschool teachers at a loss.

The government must clarify responsibilities and increase support for young connections and teacher cooperation. The government must shift from an education management model to an education governance model. It must not only issue documents prohibiting preschool education from “primary schooling”, but also actively support “young convergence” and “teacher cooperation”.

4.3. Strengthening the teacher education system of young integration

The effective implementation of young connections is not only influenced by the social environment and the concept of parents, but also the professional philosophy, knowledge and ability of teachers. At present, the training of kindergarten teachers and junior high school teachers in China is separate. The lack of mutual understanding of the curriculum hinders the progress of integration. Although many pre-primary schools offer small-scale, small-scale curriculum content or special lectures for students, they are limited to topics discussed in pre-school education and do not go into depth to analyze the development and learning of lower primary school children. The problem is not to explore the deep mechanism and operational scheme of the young convergence in the standard curriculum of the primary school curriculum. Similarly, students in the primary education program do not have corresponding courses, and they cannot understand and master the "Outline" and "Guide" of kindergarten education. Therefore, in order to achieve effective connection between young and young, teacher education in pre-primary education and primary education should provide in-depth compulsory or in-depth training on development, learning and education for children aged 3-8 in pre-service and post-employment training. Elective courses to establish a teacher education system that integrates preschool and elementary school.

4.4. Parental System in develop childhood education development

Compared with foreign parents, it not only pays attention to the academic and cognitive development of children in the young connection period, but also pays attention to children's emotional and emotional, social interaction, self-care and security issues. Parents in China focus on and pay too much attention to the connection between children's cognitive ability and learning ability, while ignoring other aspects of convergence. One-sided emphasis on the connection of knowledge and skills (for example, focusing only on children's ability to read, write, and calculate, while ignoring the connection of habits, emotions, and social aspects); some parents choose to help them learn primary school content in advance by having their children attend classes. To some extent, alleviate the problem of knowledge gap after entering primary school. These parents have put more pressure on kindergartens and elementary schools in education. In practice, parents have even become an obstacle during the transition period.

In addition to cognitive and learning abilities, children face the challenges of physical development, emotional and interpersonal development during the young cohesion. If the schedule and intensity cannot be reasonably arranged, the child may lose the interest and curiosity to explore new knowledge and create a sense of pressure to learn. In the young cohesion stage, it is more important to cultivate children's interest in new knowledge than the accumulation of new knowledge. Interest is the inexhaustible motivation for children to adapt to systematic learning. If parents pay attention to their children's academic performance and do not give them good spiritual support in terms of physical and mental development, they may lead to difficulties in adapting to children during this transitional period.

A team of educators across the country helped develop a parent guide that outlines what is covered in each grade from pre-school to grade five, including how children learn and what the classroom experience looks like. Parents can also find educational terminology guides to help understand the meaning of the child's teacher in referring to rules, guiding reading, and developing practices. Tell parents that each child is unique and will learn in his own way at his own pace. The most important thing is to recognize your child's achievements and strengths and provide support and encouragement when needed. The communication strategies in the guide will help parents communicate with their children. Some simple strategies can make children and parents talk and listen more smoothly. Parents must not only understand their children's lives in school, but also help them become independent learners who solve problems. And how parents communicate with their teachers, how to help their children complete homework efficiently, and more.

In addition to developing parental guidelines, the government can help schools provide multiple forms of young connection assistance to parents in the community, assign child psychologists or teachers to provide lectures and home visits, open parental hotlines, and provide young connections through newspaper and magazine networks. It is most important to help parents understand the impact of family on children's development and young connections. No intervention can achieve the effects of family time, traits, development level and various fields. Admission to school is one of the concerns of young connections. Parents actively and effectively participate in language and literacy activities and have an important role in assisting children's best preparation for admission [25].

Some scholars have suggested that preschool children should be prepared to prepare for adaptation and social adaptation. Learning to adapt to the preparation of the first is to master the basic knowledge and skills, and second, to have the quality of learning, including learning motivation, attitude, interest, study habits and will; social adaptation preparation mainly includes four aspects: training rules awareness and adherence to the rules Ability; the ability to develop task awareness and perform tasks: develop independent consciousness and basic self-care ability; develop interpersonal skills. It actually points out that children's physical and motor development, cognitive development, learning interests and attitudes, emotional and social development are the key factors in achieving young connections. Through these two preparations, pre-school children can gain opportunities for independent growth and development in the transformation of the environment, thus laying a solid foundation for their sustainable development.

5. Conclusion

Current research on public services in preschool education has been conducted in a number of locations, although it focuses mostly on the system and policy components of the preschool public service system. There are numerous theoretical investigations, but very few empirical ones. The focus of public services for preschool education is less on the families of children. This study focuses on preschool education as a public service. The primary objective of the project is to address the basic requirements of rural children's families. The design of a public service system for pre-education has a definite reference value, which is the novelty of this study.

This exploratory study provided many insights about the quality of early childhood programs in public kindergarten settings in China and proposed a new strategy to improve early childhood education system in China. Young connections should start from young children, based on the child's own problems, establish the child's dominant position in the young connection, and let the children accumulate experience of how to face change and face challenges while living a happy life. The most important one is the most important. It is to guide young children to form good listening habits, strong sense of time and task awareness, and to improve their self-consciousness and persistence in planning, control, and action, in order to fundamentally improve their ability to adapt to the environment, and finally solve the problem of young convergence. The transition from kindergarten to elementary school is a huge challenge and is linked to the sustainable development of children. We should consider it in the context of lifelong education, rather than treating it as a problem between two educational stages.

Although this study conducted a more comprehensive examination of government-led rural preschool education, it also proposed countermeasures and potential remedies. However, there are still certain limitations in the research, one of which is that the analysis of research data needs to be expanded. On the one hand, the majority of the data for this study comes from the government department of statistics, while other data was collected and sorted internally. This information may be lacking in terms of both its breadth and its accessibility. Second, it is necessary to confirm the practicability of the research countermeasures and proposals. This study's countermeasures and recommendations are a typical deduction based on the research and compilation of previous data, which requires additional proof and verification.

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