

# Harm of the Transcendency of Education Stage and the Preventive Strategies

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**Abstract.** The primary school tendency of kindergarten education not only harms the development of children's physical and mental health, but also affects the development of children's education as a whole in China. Although China has begun to deal with the problem of "primary schooling" in kindergarten education, the national and local education authorities have also issued a series of policies and regulations that resolutely prevent the "primary school" of kindergarten education. The problem of "primary school" tends to be alleviated. But so far, the primary school tendency of kindergarten education still exists. Based on this, this paper studies the harm of kindergarten education primary school including the harm to young children themselves and Harm to the development of early childhood education. At the same time, the author puts forward the preventive strategies from the aspect of government, the quality of preschool teachers and education system, hoping to help the development of kindergarten education.

**Keywords:** Kindergarten Education; Primary School; Harm; Coping Strategies.

## 1. Introduction

Childhood should have been the happiest and most carefree period of life. However, in real life, it is another situation. Many children in early childhood begin to be tired of learning and do not want to go to kindergarten. Some kindergartens begin to teach Pinyin and the addition and subtraction within ten from the middle class. Every night, homework will be arranged. Kindergarten children have just moved from small class to middle class, especially not suitable. The teacher's teaching of addition and subtraction will not be done, and the homework will not be completed. I am afraid that the kindergarten teacher will punish the children and thus they never want to go to kindergarten again. The author therefore made a relevant investigation on the issue of local primary education tendency in early childhood education. In the survey, it was found that the primary school tendency of kindergarten education was heating up step by step. From the county to the countryside, from the public kindergarten to the private kindergarten, the primary school tendency of kindergarten education is progressively serious. Some kindergartens replace the kindergarten curriculum with the teaching content such as pinyin and literacy in the elementary school curriculum. There are also so-called 'characteristic courses' that serve as the full curriculum for kindergartens. This kind of 'extracting and supporting' education seriously violates the educational spirit advocated in early childhood education to follow the rules of children's physical and mental development, implement scientific parenting, and protect the healthy growth of young children, and destroy the happy childhood of children.

## 2. Harm of Primary School Tendency of Kindergarten Education

### 2.1. Harm to Young Children Themselves

#### 2.1.1. Harm to the Health of Young Children

In early childhood, the body of young children is accelerating. During this period, the development of children's body mainly has the following characteristics: muscle tissue is prone to fatigue, short duration, bones are not hard, flexible, prone to bending and deformation; at this time, the nervous system is also constantly developing, attention is not concentrated or the concentration time is short, and it is easy to be disturbed. The above characteristics show that young children cannot engage in



the same thing for a long time. If the children's class time is too long, even lasts for 40 minutes. First of all, the children's eyes will be sour, fatigue, vision will decline; secondly, sitting for a long time will cause the children's muscle fatigue, affecting their bones growth and development. If the children are engaged in mental activity for a long time, they will also have an adverse effect on the development of the brain and nervous system of young children. The survey found that kindergartens often limit the activities of young children in order to reduce the frequency of injury to children in the kindergarten. After class, children are not allowed to play. Children who are inactive for a long time will cause their body immunity to decline and their physical fitness to deteriorate. To protect and maintain the normal development and development of the child's body, the kindergarten should reduce the long-term learning of the child as much as possible.

### **2.1.2. Making the Children Feel Tired of Learning Easily**

Young children enter kindergartens and receive primary school courses. After a long period of practice, they can "learn" a lot of knowledge in elementary school. For example, Pinyin, addition and subtraction within 100, and even some children can read and write many Chinese characters, but such learning can not really 'learn'. The development of young children should follow the laws of their physical development. At the age of three to six, the brain development of young children is still not perfect. If you teach children more than their age, they are tired of learning.

### **2.1.3. Missing the 'Critical Period' of Early Childhood Development**

The primary school tendency of early childhood education will seriously affect the overall development of children. Too much attention to children's intellectual learning can only achieve one-sided development, resulting in many high-scoring and low-energy students, which are incompatible with the talents needed by this society. The 21st century is an era of rapid economic development. The demand for talents in the society is getting higher and higher, and the required talent standards are constantly changing: citizens with high social consciousness, strong innovation ability and comprehensive ability are more suitable for the needs of this era. At every stage of your child's development, there is a critical period of skill development. The pre-school education stage is a key period for children's language, norms, reading ability and other abilities. If you pay too much attention to the children's knowledge and the difficulty of learning at this stage, and miss the development of these abilities, you will want to make up for it later. It is impossible to achieve the best level of development.

## **2.2. Harm to the Development of Early Childhood Education**

### **2.2.1. Deviating from the Basic Principles of Early Childhood Education**

The primary school tendency of kindergarten education emphasizes too much on the teaching of knowledge, neglecting the cultivation of ability and the need for mental health development. At the same time, it also deviates from the basic principles and laws of education. The implementation of kindergarten education should be based on the basic rules and principles of early childhood education, and playing games is the main form of educational activities. German educator Calvert tells us that we should provide children with plenty of time and space for games, and games are the purest and most sacred activities. The game can make people feel happy, satisfied, relaxed, comfortable, and the mind and body get quiet while enjoying the peace of the world. Kindergartens should be guided by the interests and needs of young children, relying on a free and cheerful educational environment to play the children's autonomy and constantly explore and discover. Only in this way can we build knowledge and ability that conforms to the laws of natural development, and ultimately achieve the harmonious development of children's body and mind.

### **2.2.2. Leading to Undesirable Competition in Early Childhood Education**

Many parents blindly pursue the expansion of knowledge and choose kindergartens for primary school students. The survey found that these parents generally believe that learning primary school courses will make it easier for children to become familiar with the courses they have learned after

they go to elementary school. When various prodigies were used as signs for propaganda, young parents fell into the whirlpool of vanity, and the kindergarten came out to cater to the parents' wrong needs. Kindergartens seize the psychological needs of parents, vigorously promote 'quality education', 'education myth', and strive to let parents see the results of 'quality education' through explicit knowledge. It is precisely because of this kind of bad competition that the kindergarten is separated from the 'binding' of the rules of early childhood education and no longer considers the correctness and professionalism of early childhood education. The mistakes in the direction of early childhood education not only cast a shadow on the childhood of children, but also delay the lifelong development of young children.

### **2.2.3. Not Conducive to the Professional Growth of Preschool Teachers**

In poor areas, especially in rural areas in poor areas, the overall quality of kindergarten teachers is not high and the cultural foundation is not strong. There are quite a few formal and systematic studies that have not passed pre-school education, and there is no real understanding of preschool education. Kindergarten teachers teach children in advance the content of some elementary school textbooks that can meet the needs of parents and help children learn the knowledge of elementary school in advance. The misunderstanding of preschool teachers reflects the low level of professionalism of preschool teachers. In recent years, kindergartens have been carrying out reforms in the kindergarten, implementing responsibility systems for kindergarten teachers in management. As a result, the responsibility of preschool teachers is greater, the tasks are heavier, the pressures are increasing. It greatly reduces the enthusiasm and autonomy of kindergarten teachers' education and teaching. Without the sense of accomplishment brought by work, most kindergarten teachers will produce burnout. Preschool teachers who are bored with their work will only mechanically repeat the tedious and meticulous work every day. In this mode, it is difficult for preschool teachers to achieve professional development.

## **3. Preventive Strategies of Primary School Tendency of Kindergarten Education**

### **3.1. Government Departments Increase Investment in Early Childhood Education and Provide Material Guarantee as Well**

Local governments should continue to increase investment in early childhood education, for example, improve school conditions, equip with adequate teaching aids, toys, equipment and books, and build quality kindergartens to meet the needs of children who enter the kindergarten. In addition, the salary of kindergarten teachers should be included in the financial allocation, and the non-public teachers should be upgraded to positive ratings, which will narrow the gap between wages and salaries between public teachers and non-public teachers, and improve the enthusiasm of kindergarten teachers. With sufficient funds and a good school environment, kindergarten managers do not have to rush for survival. Thereby changing the current embarrassing reality of dancing with shackles, focusing on educational research and improving the level of early childhood education, and thoroughly changing the status of 'primary school' in early childhood education.

### **3.2. Improve the Quality and Concept of Teachers in an All-Round Way, and Enhance the Professional Quality of Preschool Teachers**

The root cause of the primary school education in kindergarten education is, in the final analysis, the incorrect educational ideas and the unhealthy educational behavior. The phenomenon of primary school education in township and kindergarten is more serious than that in urban kindergartens, mainly because there are not enough professional teachers for kindergartens. Some non-preschool education graduates are not of high quality, and the educational philosophy is backward, unilaterally catering to the needs of parents. In order to show the effect of kindergarten education, they caused the kindergarten to develop abnormally. Therefore, it is of vital importance to improve the educational concept of rural preschool teachers and change the educational behavior of teachers.

First of all, kindergarten teachers should establish a correct view of children and education and enhance their educational philosophy. Teachers should pay attention to the comprehensive development and cultivation of children's body, ability, habit, emotion, personality and sociality. Thereby they promote the development of the children's subjectivity.

Secondly, kindergarten teachers should also improve their professional level and strengthen their professional theory and professional skills. Actively they can carry out theoretical study in the field of preschool education, change the current teacher-centered, textbook-centered, classroom centered on the 'three-center' doctrine. They can also strengthen the basic skills and skills training of early childhood teachers, especially rural teachers, such as playing the piano, singing, dancing, painting, class, writing, etc.

### **3.3. Strengthen Management and Coordination Within the Education System and Follow the Basic Rules of Early Childhood Education**

The existence of the phenomenon of primary school education in early childhood education has a lot to do with the internal management of the education system, especially the management of kindergartens. Such as the staff of the education staff, the number of classes in the kindergarten, the quality management of the day activities, and so on. Therefore, we must follow the laws of governing the development of early childhood education, strengthen the management of the education system and coordinate various relationships based on the laws and regulations of early childhood education. Only in this way can the prevention and prevention of the primary schoolization of early childhood education spread.

First, they should strengthen the management of the faculty of early childhood education. A high-quality teaching team is the guarantee for development of kindergartens, and it is the vitality of the quality of kindergarten education. At present, there are many kinds of kindergarten personnel, different in nature, public, personnel agency, and temporary employment; different sources, there are professional qualifications of kindergarten teachers, primary school education, non-educational education and other social personnel. Their professional qualities are uneven and the gap is large. Therefore, it is especially important to strengthen the management of kindergarten teachers.

Second, the kindergartens should help parents to establish a correct view of education and provide a 'primary school' guarantee for correcting early childhood education. Parents are the children's first teacher, their "pre-education" thinking, and the wrong educational philosophy will affect the child's lifelong development. Therefore, to correct the phenomenon of primary school education in early childhood, we must take effective measures to help parents establish a correct view of children and education.

## **4. Conclusion**

The problem of the primary school tendency of kindergarten education is not formed in a short period of time. The social environment, especially the impact of the test-oriented education system, provides a fertile ground for the primary school tendency. The lack of government supervision has allowed kindergartens to take advantage of the loopholes. Insufficient investment in early childhood education, kindergarten self-financing, leading to the market-oriented development of kindergartens. In addition, the quality of preschool teachers is low, the degree of specialization is low, they cannot consciously resist the tendency of primary school, or they are unclear about the tendency of primary school, and they are also an important reason for the lack of containment of primary school. Based on the above reasons, this paper proposes a strategy to solve the primary school tendency of kindergarten education from three aspects: strengthening government supervision, improving teachers' quality, and strengthening management coordination within the education system. However, there is a lack of comparative study on the tendency of "primary school" between kindergartens in backward areas and kindergartens in developed areas. There is no in-depth investigation and research on the

environmental layout of kindergartens and the primary school tendency of kindergarten spirit. These contents are subject to further investigation and research in the future.

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