

Research on the Present Situation and Cultivation Strategy of Children's Social Communication Ability from the Perspective of Family-Kindergarten Coeducation

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Abstract. Family and kindergarten are the most vital places for children's life and education. Only by implementing family-kindergarten coeducation can we create a better growing environment for children and empower their peer communication. This study found three main problems, including children's poor peer communication ability, parents' insufficient sense of responsibility, and the severely limited development of family-kindergarten coeducation. Based on the above problems, this study puts forward that teachers should conduct targeted guidance according to the social communication needs of children in different age classes. Parents should improve their educational awareness and scientifically guide children to establish correct communication concepts. Meanwhile, kindergarten takes a dual approach to break through the communication barriers of family-kindergarten coeducation.

Keywords: Family-Kindergarten Coeducation; Peer Communication; Application Strategy.

1. Introduction

With the strategy of prospering the country through science and education being further implemented, China's education is booming. At the press conference held by the Press Center of the First Session of the 13th National People's Congress on March 16, 2018, Minister of Education of the People's Republic of China, Chen Baosheng, proposed that preschool education is a part of China's education with the fastest growth and the largest shortcoming in the new period [1]. *Preschool Education Law of the People's Republic of China (Draft)* points out that kindergartens should take the initiative to communicate with parents or other guardians about children's physical and mental development and guide scientific parenting. Parents or other guardians should cooperate and support kindergartens to conduct nursing education [2]. To provide better education for preschool children, kindergartens, families and communities need to form better educational synergy. Family-kindergarten coeducation is realized through the cooperation of kindergartens and parents, which can ensure the coherence, continuity and systematicness of preschool education and teaching. Effective family-kindergarten coeducation can finally achieve the ideal educational goal of promoting children's physical and mental harmony. However, the mechanism of family-kindergarten coeducation is not perfect, parents and teachers lack a rational understanding of children's coeducation, and family-kindergarten coeducation is superficial and ineffective [3]. Thus, as the key to children's lifelong development, it is urgent to implement family-kindergarten coeducation.

Preschool is a stage in which children's socialization is highly developed. The degree of children's socialization development affects their behavior habits and psychological state after the change of school period, which needs great attention. Peer communication is the concrete embodiment of children's socialization. Peer communication has a significant impact on children's adaptation to kindergarten and cohesion from preschool education to primary school education. Effective interaction between children and peers can improve children's adaptability, cultivate their thinking ability, promote the development of language ability, and help them master the basic skills of social life.

Family and kindergarten are the main places for children's activities. Article 30 of *Kindergarten Working Rules* also points out that kindergartens should create an atmosphere of respect, acceptance and friendship, so as to establish good relationships among peers, teachers and students. Kindergartens should make full use of the favorable conditions of families and communities to enrich and expand children's educational resources [4]. Establishing a good educational environment for family-kindergarten coeducation helps children to better realize peer communication and then enhance their socializing ability. During education and teaching, it can not only improve teachers' professional quality, but also change parents' educational concepts, thus promoting preschool education and forming a multilateral and interactive interpersonal relationship. In reality, children's peer communication ability needs to be promoted by family-kindergarten cooperation. However, parents don't have comprehensive knowledge of the guiding methods of children's behavior, and the educational goals are not clear enough, which requires further guidance from kindergartens.

Therefore, from the perspective of family-kindergarten coeducation, this study discusses the current situation and problems of children's peer communication, and puts forwards corresponding solutions.

2. Literature Review

(1) Family-Kindergarten Coeducation

The concept of coeducation is clearly defined in *A Dictionary of Current Chinese* as the action "to work together or complete a task together for a common purpose" [5]. According to the *Guiding Outline of Kindergarten Education (Trial)* issued by the Ministry of Education that puts forward specific requirements for coeducation during the preschool children's cultivation, the family is a crucial partner of kindergartens. We should strive for parents' understanding, support and active participation based on the principles of respect, equality and cooperation to actively support and help parents improve their educational ability [6]. As for preschool education, parents and kindergartens should not only reach an educational consensus, actively communicate and ensure effective interaction, but also rationally use home resources, explore the optimal solution of preschool education and maximize children's development, which are the significance and role of family-kindergarten coeducation [7]. Du Ying proposed that family-kindergarten coeducation has two main bodies: family and kindergarten. Parents and kindergartens must cooperate well to achieve coeducation and promote children's harmonious physical and mental development. During the combination of education and nursing, kindergartens and parents must be equal in sharing education and responsibilities [8]. According to various concepts of family-kindergarten coeducation in preschool education, family-kindergarten coeducation takes family and kindergarten as the main body, with children as the educational object and education as the core of nursing and teaching, so as to achieve the comprehensive and harmonious development of children as the ultimate goal.

(2) Peer Communication

According to the *Modern Chinese Dictionary* (1984), the concept of peer is defined as those who participate in something together or partners [9]. Early childhood is the critical germination period of communication habits and communication consciousness [10]. Peer plays an irreplaceable role in children's growing environment. Xie Sijia believed that peer communication was the communication process in which children of the same age use words, expressions, actions and other languages to exchange opinions, convey intentions, express emotions and their needs based on common needs, and establish multi-level integrated behaviors of thoughts, cognition and emotions through mutual contact [11]. Chen Yafei proposed that peer communication is of great significance to the harmonious development of children's bodies and minds. Constructing a good peer relationship can provide children with sufficient security and a communication platform for children's communication, which stimulates children's imagination and creativity, and helps children master social development skills and get opportunities to learn new skills [12]. According to Li Rong, preschool education is the initial stage of sociality in life for children, so it is necessary to adhere to the value orientation of improving children's peer communication ability in the growth of children. Through the cultivation of children's

sociality, children can be guided to form good social communication habits and accumulate rich social experience [13]. Based on the above definitions of peer communication by educational scholars, the main body of peer communication is two or more preschool individuals of the same age or the same psychological development. The core of peer communication is the process of interaction and communication through language, behavior and expression. The significance of peer communication lies in promoting children's social development and children's communication ability.

To sum up, this study holds that peer communication in early childhood is a social behavior and process in which preschool individuals with similar physical and mental development influence each other through interactive activities and contacts, thus establishing interpersonal relationships and affecting social development, which features a dynamic and generative process.

(3) Review of the Research on Family-Kindergarten Coeducation and Peer Communication

Peer communication of children from the perspective of family-kindergarten coeducation has become critical research in the field of preschool education, which has been valued by scholars.

Most of the existing researches on family-kindergarten coeducation and peer communication discuss the significance and value of family-kindergarten coeducation in peer communication. Lin Yao held that family and kindergarten are the most important places for children's social development, and children's social development is intertwined with family-kindergarten coeducation. They are not only the most direct and far-reaching micro-environment that affects children's social process, but also the beginning of children's contact with social and cultural environment [14]. According to Xia Teng, in the modern living environment, high-quality family-kindergarten coeducation will inevitably promote the social development of preschool children. Children's mastery of social communication ability determines their future survival ability and social development [15]. This shows that peer communication, as a key part of children's social development, also needs family-kindergarten coeducation.

Peng Mei pointed out that the development of children's peer communication is helpful in shaping sound personality, forming behavior habits that meet social requirements and developing correct moral concepts, and promoting children's comprehensive and coordinated development. Children's communication experience and skills can be consolidated and improved through purposeful, planned and organized guidance through family-kindergarten coeducation [16]. In a word, the integrated development of family-kindergarten coeducation and peer communication plays a positive role in promoting the consistency and sustainability of children's social development, and enhances the efficient integration of resources between home and home simultaneously.

Some scholars have also discussed the problems existing in the guidance of children's peer communication in the current family education. Li Xiuyun proposed that in traditional preschool education, children's family education and kindergarten's institutional education are often completely separated. Although there is consistency in educational content and goals, it is still the dominance of kindergartens in establishing educational concepts and cultivating practical behaviors. In this process, families rely too much on kindergartens and blindly follow them, for which gradually lose their right to speak and control [17].

Based on the existing research, it can be found that the research on family-kindergarten coeducation and peer communication mainly discusses the significance, value and existing problems. However, the understanding of the present situation is not profound enough without clear strategies that should be adopted with considerable research gaps.

3. Analysis of the Current Situation of Children's Social Communication Ability From the Perspective of Family-Kindergarten Coeducation

(1) Children's Poor Peer Communication Ability

Preschool is the critical initial period for children's social development and interpersonal communication ability improvement. Children gain communication experience in different interactive scenes, enrich their experience and improve their cognition [18]. However, during the actual communication, there is a problem that children's communication ability is poor, which affects social development and the improvement of interpersonal communication ability.

Children's poor communication ability is reflected in some children's weak or excessively strong character, self-centered personality, weak ability to adapt to the environment, etc. First of all, children with weak or excessively strong character generally have poor communication ability in kindergartens. On the one hand, their character is influenced by innate factors such as temperament and personality characteristics. On the other hand, it is related to their lack of attention to the environment. Neglected children who receive insufficient attention usually show a state of isolation, wandering, waiting and relying in communication with their peers, thus they are in a social position overlooked by their peers for a long time. Even children with outstanding individual development will become neglected due to the lack of relevant guidance from teachers [19].

Secondly, children who receive too much attention and care tend to be self-centered and seldom consider others' feelings. They have relatively weak peer communication ability and shows less prosocial behavior [20]. Based on related research, compared with the non-only child, the only child has weaker peer communication abilities. In the early childhood communication environment, the interaction between non-only child and their compatriots provides direct experience for the cultivation of their peer communication ability. Only child generally lives in families characterized by the mode of "4-2-1", so it is easy for family members to only regard the child as the center. Influenced by multiple factors, the only child still accounts for a large proportion compared with non-only children. In addition, the development of science and technology provides children with game activities in the virtual world, which leads to children's insufficient peer communication environment, excessive attention and care by elders, and lack of awareness and rules of peer communication.

Thirdly, children's poor communication ability is reflected in their relatively weak ability to adapt to the environment. This is because different types of classes have various goals and requirements for preschool education. Taking large classes as an example, its main goal is to realize the transition from preschool education to primary school education. Children need to develop good study habits and acquire self-care ability to adapt to the primary school environment which is quite different from the kindergartens [21]. Some children find it difficult to adapt to the changing learning requirements, and their communication initiative is not good. Even their aggressive behaviors can be seen due to stress [22].

(2) Parents' Insufficient Sense of Responsibility

Zheng Hangsheng pointed out in *Introduction to Sociology* that parents have a great influence on children's social development in the family. Generally speaking, children's dependence life cycle is completed in the family environment, so parents can easily become omnipotent and authoritative in children's minds. When children enter the campus environment, parents and teachers share an authoritative position [23].

There is an insufficient sense of responsibility during parents' collaborative training of children's peer communication at home. Parents not only lack the awareness of their responsibilities in family-kindergarten coeducation, but also rely too much on preschool teachers or kindergartens with a high recognition of their authority. They are always passive during the family-kindergarten coeducation, which makes parents and kindergartens unequal in preschool education, resulting in low participation enthusiasm and actual efficiency. In addition, influenced by the traditional concept of "men for career and women for family" as well as the stereotype of men's "carelessness in taking good care of their children", fathers lack awareness of their responsibilities and status in raising their children, short of participation in family-kindergarten coeducation. It leads to the absence of a father's education, the inability to provide strong guidance for children's peer communication ability, and the slow development of some children's communication ability and personality defects. Thus, children's all-

round physical and mental development is affected. Some traditional concepts and cultures have restrained parents' educational concepts and behaviors, resulting in parents' inaction in family-kindergarten coeducation [24].

Secondly, parents have wrong parenting ideas in the process of cultivating children's peer communication in their families. Because parents do not establish a scientific concept of upbringing, they often impose personal consciousness on children in their lives, which affects children's peer communication. Arbitrary parents always have a strong desire to control children, intentionally or unintentionally train children's obedience through behavior and language, and use punishment or coercive strategies to force children to obey. In children's peer communication, children's companion selection, communication mode and behavior are restrained by personal preferences. Meanwhile, children's individual needs are ignored for a long time with negative and strong emotional feedback. In the long run, children can't get free development. Influenced by parenting styles, children lack initiative, self-esteem and self-confidence in peer communication, which makes it easy to develop pleasing personalities with low social development. In a contradiction between high social desire and low mobility for a long time, depression may be triggered. With children's physical and mental development, children may have rebellious psychology towards their parents. When they are stimulated or experience setbacks in peer communication, they are prone to aggressive behavior [25].

(3) Severely Limited Family-Kindergarten Coeducation

Children's peer communication ability is influenced by teachers and parents, which can not be separated from the organization and development of kindergarten activities. At present, there are some problems in kindergartens, such as the unsatisfactory effect of family-kindergarten coeducation activities and insufficient guidance ability of teachers.

Firstly, during the family-kindergarten coeducation activities, there are some problems in kindergartens, such as short contact time with parents, and shallow and single form. In terms of activities, parents can't be motivated to take the initiative to participate through simple ways such as kindergarten open days and home contact manuals. In terms of hardware conditions, due to the limitations of venues, equipment and safety issues, some interesting parent-child activities cannot be implemented. As for the interaction between the two parties, there are temporal-spatial limitations in the short-term pick-up and drop-off communication and network platform communication, which makes the teacher-parent communication untimely and contradictory, reduces the enthusiasm of parents to participate in kindergarten activities, and adversely affects the development of family-kindergarten work [26].

Secondly, teachers' ability to guide parents is insufficient. Some teachers focus on class education and ignore parents' opinions, resulting in inequality between teachers and parents. Moreover, lacking reflection on and understanding of family-kindergarten coeducation, some teachers only send relevant articles collected on the Internet, books, newspapers and magazines to class groups or post them in the "Home Contact Board". Parents are given less time to think and express their opinions, which virtually makes parents become "spectators". All these make it difficult for teachers to support themselves in coeducation, and the guidance strategy of family-kindergarten cooperation lacks pertinence [27].

4. Strategic Analysis of Children's Social Communication Ability From the Perspective of Family-Kindergarten Coeducation

(1) Teachers Provide Targeted Guidance According to Children's Social Communication Needs of Different Ages

Given various children's needs for peer communication ability and adaptability in different classes, teachers should respect children's personality characteristics, demonstrate the lesson by examples in daily life, strengthen children's good performance in peer communication in time, and carry out empathy training. Besides, teachers should organize and encourage children to participate in group

communication according to the needs of children's social communication development in various types of classes.

Children in primary classes have great changes in their growing environment, insufficient adaptability to the environment, and low socialization. Most of their peer communication behaviors are passive. Teachers need to create a warm environment similar to their families to alleviate children's anxiety in kindergarten. When creating the environment, they should select elements that children are familiar with and interested in, avoid binding behaviors as much as possible, and pay attention to children's contradictions and emotional states. The development of children's creative ability and the cultivation of autonomy should be heeded in the game activities [28].

Children in intermediate classes have sprouted their sense of cooperation and improved their creativity. In addition to following the law of children's physical and mental development and creating situational game areas to promote children's social interaction, teachers should scientifically put in open game materials helpful for children's cooperation, encourage children to explore independently and cultivate their sense of cooperation. Double subjects should be implemented to formulate reasonable rules, so as to give children full opportunities to play and promote the development of children's peer communication ability [29].

Although children in advanced classes are improved in many aspects, such as social development and rich imagination, they are faced with the transition from preschool education and primary school education. It is necessary to use indirect guidance to promote children's independent and innovative development [30]. In daily life practice, we should pay attention to cultivating collective concepts and establishing a sense of responsibility. The practice of cleaning in turn can be added, so that children can all serve the class and enhance their sense of responsibility and collective consciousness. In advanced class teaching, the time for group cooperative learning should be appropriately increased, so that children can feel happiness in collective life and promote adaptation to primary school collective life as soon as possible [31].

(2) Parents Improve Awareness of Education and Scientifically Guide Children to Establish a Correct Concept of Communication

Some parents lack attention to the responsibility of parenting, triggering the absence and dislocation of family education, which has a negative impact on children. Hence, to cultivate children's social communication ability, parents need to reorganize their concepts, improve their awareness, guide children scientifically, and minimize the influence of family adverse factors on children's peer communication.

First of all, parents need to consciously establish a sense of ownership in preschool education, actively participate in the interactive activities of family-kindergarten coeducation, and join parents' committees to suggest preschool education and the teaching process. Active communication with preschool teachers, knowledge learning of scientific parenting, and optimization of self-education concepts are needed.

Secondly, parents need to emphasize the ways and means of scientific parenting, learn to respect children, treat children as complete and independent individuals, and not blindly follow personal experience. Parents should carefully observe the problems during parenting based on making up for insufficient responsibilities as much as possible, listen to the real needs of children, lead children's growth with scientific educational concepts, and constantly optimize their parenting views. Meanwhile, teachers should always keep a patient and inclusive attitude, and not interfere with children's peer communication excessively with criticism or denial. The coordinated development of children's social initiative, verbal and nonverbal communication ability and prosocial behavior should be ensured. It is necessary to combine children's personality characteristics, appreciate children, improve their self-identity and self-confidence through encouraging parenting, and make children happy to communicate and interact with their peers [32].

(3) Kindergarten Takes a Dual Approach to Break Through Communication Barriers for Family-Kindergarten Education

According to Chen Heqin, preschool education can't be accomplished unilaterally by family or kindergarten. Only by working together can the effectiveness of family-kindergarten coeducation in children's peer communication be brought into full play. Kindertartens not only need to improve the professional quality of kindergarten teachers, but also conduct in-depth research on unshackling the communication barriers of family-kindergarten coeducation. Overall plans should be considered to realize the positive guiding role of family-kindergarten coeducation in children's peer communication.

Kindertartens should improve teachers' professionalism. Firstly, kindertartens should organize teaching and research training inside and outside the kindergarten. On the one hand, kindertartens should organize teachers to conduct kindergarten-based exchange learning, especially to implement research on family-kindergarten coeducation and professional guidance. On the other hand, kindertartens should not only hire external experts to conduct special training courses on teachers' guidance to parents, and enhance the mutual communication between teachers and parents, but also improve teachers' ability to solve educational differences and provide professional guidance for admission adaptation, young connection and children's peer communication. Secondly, kindertartens need to learn from the relevant excellent experiences at home and abroad and tailor the appropriate family-kindergarten coeducation and training mode based on the specific conditions in the kindergarten, so that the professional skills of preschool teachers can be effectively improved [33]. Thirdly, regular seminars on teachers' work should be held to change the situation that some teachers focus too much on class education and teaching but ignore parents' needs in their parents' work. Through the organization of communication, this paper collectively reviews problems of preschool education encountered by teachers recently, discusses skills and methods of family-kindergarten communication, and improves teachers' professional quality and professional ability [34].

Secondly, kindertartens should break through communication channels with parents and form an education network. A cloud supervision platform and an effective children's behavior observation system should be built with the help of modern technology, which can not only monitor and record the education and teaching activities of preschool teachers, but also enable parents to effectively supervise through the cloud. Effective communication should be conducted with parents through the cloud supervision platform to avoid unnecessary disputes and form an education network among kindertartens, teachers and families to ensure the good development of preschool education activities [35].

5. Conclusion

During the children's peer communication, the mode of family-kindergarten coeducation has been indispensable and unique. Through the scientific guidance of kindertartens, teachers' ability to guide children's peer communication can be improved. Meanwhile, parents' confusion when facing children's communication problems can be improved, parents can be guided to raise children scientifically, and children's communication problems can be promoted through home interconnection. As practitioners of preschool education and promoters of preschool education law, on the one hand, we should constantly explore the optimal solution to promote children's peer communication from the perspective of family-kindergarten coeducation, so as to contribute to preschool education. On the other hand, more people should be encouraged to implement the Family Education Promotion Law and actively practice family-kindergarten coeducation, so as to improve the quality and efficiency of family-kindergarten coeducation and empower children's peer communication.

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