

Practical Research on Families and Kindergartens Working Together to Cultivate Children's Sense of Responsibility in Middle Class of Kindergarten

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Abstract: In Article 3 of the general provisions of the working procedures of kindergartens revised in 2016, moral education is put in the first place in the education of children's all-round development. As an important non intellectual factor, the sense of responsibility is an important part of the cultivation of children's moral quality, and its importance cannot be ignored. Existing studies have shown that early childhood is an important period of producing and forming the responsibility initially. During this period, the children's sense of responsibility are actively preparing for developing. If given the proper stimulus, it will get rapid development, and also have a profound lasting impact in the quality of children's social development .

This research puts the six dimensions of responsibility as observe dimensions ,and to observe the children in the two classes of kindergarten where the researcher studies, and then statistic and analyze the observation results, get the whole development situation of children's sense of responsibility. Meantime, select individual children to observe, write learning stories, and then each young child select two stories for identification and analysis. In addition, the researcher interviews teachers and parents by the informal way, in order to know ideas, methods and behavior of teachers and parents in the cultivate of children's responsibility. Analyze the experience and the insufficiency of teachers and parents in the process of children's responsibility cultivation, and on this basis put forward corresponding education suggestions for teachers , kindergarten managers and parents.

Keywords: Practical research; Family-kindergarten co cultivation; The children aged in middle class of Kindergarten ; The sense of responsibility

1. Origin of Research

For a long time, the cultivation of children's intellectual ability has been concerned, but the sense of responsibility, as an important non intellectual factor, has not been paid due attention. The long-term neglect of responsibility and the lack of children's growth have a great correlation with parents' inappropriate parenting methods and concepts. The parenting concept of "keeping nature straight" for the cultivation of responsibility and the current parenting situation that parents are unable to implement intentional parenting have led to the gradual formation of bad qualities such as selfishness, inferiority, willfulness, and poor ability to resist frustration in the process of children's growth. The serious lack of responsibility has become an indisputable fact.

Many researchers found in the survey that the lack of children's responsibility in middle and large classes is more obvious. Hu Zhong tian mentioned in the study that most children lack responsible behavior within their capabilities; Pang Li Juan and others also found in their research that children's performance in responsible behavior is unsatisfactory. For example, when they see a Book falling on the ground in class, few children take the initiative to pick up the book, and some children even turn a blind eye and step or step over the book directly. ^[1] Researchers often encounter similar events during internship, which leads to thinking about children's responsibility. A number of studies by Wang Jianmin, Jiang Yong, Pang Li Juan, Lv Yuan, Zeng bin and others show that the development of children's responsibility who is in middle class of Kindergarten, is in a sensitive transitional and critical period. In view of this, the researcher takes the children of class 8 in Y kindergarten and class 4 in F kindergarten as the research objects to carry out the practical research of Family-Kindergarten Co cultivation .

2. Research Design

This Research mainly adopts the methods of observation, case study and unstructured interview to study the development of children's responsibility who is in middle class of Kindergarten. The researcher practiced for three months in the first semester of the middle class in Y Kindergarten and the next semester of the middle class in F Kindergarten, so the two middle class children who practiced were selected as the research objects. Referring to Pang Lijuan and Jiang Yong's division of responsibility dimensions, the observation record table of six dimensions, such as self responsibility, task responsibility and commitment responsibility, etc. was formulated to carry out non participatory observation on children in the whole class and make descriptive statistics. A combination of participatory observation and non participatory observation was used for individual children, and descriptive statistics were carried out with the attention links of learning stories.

The selection of research cases is based on the observation of the whole class of children in the early stage. Lu Yuan and Zeng Bin's survey and research results show that there are obvious gender differences in the development of children's sense of responsibility, the level of female children's sense of responsibility is higher than that of male children, and there are individual differences in the development level of children's sense of responsibility in all dimensions.^[2]Therefore, the researcher selected two young children, one male and one female, in each class, presented the observation results in the attention link of learning stories, and analyzed the behavior of young children and the on-site recognition and response of teachers.

3. Research Results and Analysis

3.1 Observation and analysis

3.1.1 Overall observation and analysis of children

3.1.1.1 Self responsibility

The overall development of self responsibility of the two middle class children in Y kindergarten and F kindergarten is good, but there is a certain difference between the two kindergartens. Ninety two percent of the middle class children in Y kindergarten will take the initiative to put the tableware back into the dining car, and eighty-six point five percent of the middle class children will take the initiative to clean the table with a rag every time. F kindergarten has been taking and dining independently since the small class, so all children in the class can take the initiative to put the tableware back into the dining car and consciously clean the table.

The performance of children in the links of entering kindergarten, leaving kindergarten participated by parents is not ideal. Before entering the kindergarten, children in Y kindergarten carrying their schoolbags by themselves, account for only about nine percent of the total number of people on duty that day; Children in F kindergarten carrying their schoolbags by themselves, account for only about five percent of the total number of people on duty that day.

The sense of self responsibility of children is also reflected in whether they can protect themselves. Most children can protect themselves, and some children perform poorly. In the activity of "driving a car" in Y kindergarten, ninety-eight percent of the girls can pay attention to the running speed without falling, and thirty percent of the boys run too fast, and one or two boys often fall. Children in F kindergarten have strong self-protection ability in outdoor activities, and the number of falls or injuries is few. However, in some games with high excitement points (such as Eagle catching chicken, wolf and wolf at what time), the awareness of self-protection is weakened, and the number of falls increases.

3.1.1.2 Task responsibility

In terms of task responsibility, the behavior of children in the two kindergartens is very similar. Children are more responsible for others' tasks than for their own tasks. For example, in several activities in Table 1, the proportion of children in Y kindergarten who actively raise their hands reaches ninety percent or more, which shows that middle class children are generally willing to accept the tasks assigned by teachers and have high enthusiasm; In the observation of children's self tasks, children's completion is not satisfactory, and many children are absent-minded or "slack" in the process of completing self tasks.

Table 1 Statistics of children's responses to various tasks in Y kindergarten

Task name	Tidy up toys	Wash the fruit dish	Divide tableware	Distribute mouth wipes
Children who actively raise their hands (%)	92	90	97	95
Unresponsive children (%)	8	10	3	5

3.1.1.3 Commitment responsibility

The observation results of children in Y kindergarten are shown in Table 2. The proportion of children with things in the average attendance is concentrated between thirty percent and fifty percent, which shows that children in this class have a general degree of fulfilling their commitments.

Table2 Statistics of children taking gifts for “little guests” in Y kindergarten

Name of “little guest”	Geko	Snail	Earthworm
Number of children with things (person)	12	15	9
Proportion in average attendance (%)	40	51	32

The observation results of F kindergarten’s children reading in the reading room and carrying learning materials show that eighty-five percent of the children can abide by the promises made to the teacher before reading, thirteen point six percent of the children realize the promises made before reading under the reminder of the teacher, and nine percent of the children can’t realize the promises made before reading even with the reminder of the teacher. In the event of learning materials, ninety percent of children can complete the commitment of learning materials. In general, the children in middle class 4 of F kindergarten have a higher degree of fulfilling their commitments than those in middle class 8 of Y kindergarten.

3.1.1.4 Collective responsibility

One of the important manifestations of collective responsibility is the attendance rate of children when participating in collective activities. The researcher’s observation and statistical results of children in the two kindergartens are as follows:

Table 3 Statistics of children’s attendance in collective activities of Y kindergarten

Activity name	Rehearsal of singing competition	Singing competition	National Day parade	Halloween Party	Fellowship with small class 10	Class uniform voting
Attendance (person)	32	30	27	29	32	33
Percentage (%)	86.5	81	73	78	86.5	89

Table 4 Statistics of children’s attendance in Collective activities of F Kindergarten

Activity name	flag raising ceremony	Women’s Day activities	Tree Planting Day	Mother’s Day activities
Attendance (person)	20	22	22	23
Percentage (%)	83.3	91.6	91.6	95.8

The above data shows that children in the two kindergartens have a high degree of participation in collective activities, but the attendance rate at major activities is only one of the behavioral manifestations of children’s sense of collective responsibility, so the researchers also focused on observing the behavioral manifestations of children’s sense of collective responsibility in their one-day life in the kindergarten. The results showed that children’s consciousness and initiative of serving the collective were poor, their awareness of abiding by the collective rules was weak, and their behavior was not durable enough.

3.1.1.5 Others’ responsibility

The children in the two classes observed in the study have a weak sense of responsibility for others, and they rarely care and comfort when their companion are injured or uncomfortable. Children in middle class 8 of Y kindergarten even made dangerous behaviors such as jumping off the steps on the way to send children of small class back to class.

3.1.1.6 Negligence responsibility

Among the six dimensions of responsibility, the children in the selected class have the weakest sense of fault responsibility. Although the selected observation events are different, the observation results are surprisingly similar. When children have negligent behavior, eighty-five percent of them cannot recognize their own fault and sincerely apologize to each other.

3.1.2 Observation and analysis of case children

The observation results of the case children show that although there are strong and weak differences in the overall development level of the sense of responsibility of the four children. But every child has his own development advantages or potential development advantages in all dimensions of responsibility.

3.2 Interview results and analysis

3.2.1 Teachers

The results of the interview with teachers show that the teachers of Y kindergarten put the cultivation of children’s sense of self responsibility through their daily life and pay attention to teaching students in accordance with their aptitude. The cultivation of the sense of responsibility for tasks is mainly carried out through entrusted tasks, but teachers occasionally do some things instead of children.

F kindergarten teachers believe that most children have strong self-care ability, and it is difficult for individual children to cultivate their self-care ability.

3.2.2 Parents

The interview with parents shows that there are great differences in the performance of children's self responsibility at home between the two kindergartens.

4. Suggestions

The ultimate purpose of this study is that families and kindergartens jointly cultivate the sense of responsibility for middle class children in kindergarten. Therefore, the researcher puts forward the following suggestions from the two aspects of kindergartens and parents.

4.1 Kindergartens

4.1.1 Teachers

4.1.1.1 Make full use of role games to carry out infiltration education of the sense of responsibility

The observation results of four case children in the study show that children's responsibility behavior in role games is better, and good responsibility behaviors such as self responsibility and collective responsibility can be strengthened in role games. Therefore, teachers can make full use of role games to strengthen children's sense of responsibility in all dimensions.

4.1.1.2 Give full play to the exemplary role of peers and learn from others' strengths to make up for your own weaknesses

Peers have an important influence on the shaping of children's behavior and quality. Teachers can give full play to the exemplary role of their peers, praise children with good behavior, and encourage children with weak development to learn from them.

4.1.1.3 "Entrust important tasks" to children to enhance their emotional experience after completing tasks

In the interview with teachers, the researchers found that the effect of teachers' entrusting tasks to cultivate children's sense of task responsibility is good, but there are some differences in children's emotional experience after completing tasks. Therefore, teachers should grasp the psychology that children like to do things for teachers, and appropriately arrange certain tasks for children, so that they can enhance their sense of responsibility in constantly completing tasks.

4.1.1.4 Pay attention to and guide children's sense of commitment responsibility, so as to promote their development

This study shows that teachers often ignore or disregard the good performance of individual children's commitment responsibility, and have low expectations for the responsibility of the whole class. Therefore, teachers should first be full of confidence in the cultivation of children's sense of commitment responsibility.

4.1.1.5 Through the Democratic formulation of rules, children can play a principal role and enhance their sense of collective responsibility

The children of the middle class in a kindergarten have high willingness and enthusiasm to participate in collective activities, but their compliance with the rules in collective activities is not optimistic. This is related to the weak self-control ability of the children in middle class and the insufficient experience of self subjectivity.

4.1.2 Kindergarten managers

4.1.2.1 Use the material resources of the kindergarten to create a suitable cultural atmosphere, so that children can be nourished by a sense of responsibility culture

Kindergartens can make full use of the windows, display boards, corridors and walls in the Kindergarten to create a responsibility culture wall, so that every wall of the kindergarten can "speak", so that children can feel the nourishment of the responsibility culture all the time.^[3]

4.1.2.2 Carry out theoretical study and practical summary seminar on the cultivation of children's sense of responsibility for teachers

At present, many teachers' understanding of the sense of responsibility is not comprehensive and systematic, so the training goal of children's sense of responsibility is not clear, and children's sense of responsibility cultivation is difficult to achieve the ideal effect. Kindergarten managers can organize teachers to carry out special seminars on the cultivation of children's sense of responsibility, and invite experts to give special lectures to teachers to enhance teachers' theoretical level, so that teachers' teaching practice can be guided and guided by professional theories.^[4]

4.1.2.3 Excavate family Committee resources, make full use of the open day to carry out education lectures for children's parents, parent-child activities, etc

Kindergarten managers should be good at excavate parents' resources in family committees, and use open days or parents' meetings to carry out education lectures for parents on children's sense of responsibility. Answer the problems encountered by parents in the cultivation of children's sense of responsibility on the spot, and give practical and effective suggestions.

4.2 Parents

4.2.1 Family education should be consistent to form an educational joint force for the cultivation of sense of responsibility

Grandparents should change their old educational concepts and over protective behaviors, especially in the cultivation of children's

sense of self responsibility, commitment responsibility and fault responsibility, and don't indulge and spoil children too much. When parents have different opinions on education, they should listen to each other's reasonable suggestions, and should not "act in their own way", especially grandparents should not interfere with parents' educational behavior. Parents should not only put the cultivation of sense of responsibility on ideas, but also put it into action. In space time ,parents should participate in the cultivation of children's sense of responsibility as much time as possible. Grandparents and parents work together to form an educational joint force to promote the all-round development of children's sense of responsibility in all dimensions.

4.2.2 Parents should have confidence in their children and dare to let them do

In the cultivation of children's sense of responsibility, parents should "reach out" and "step back" in time. For example, when traveling, parents can provide children with opportunities to take care of others, so that children can feel the ability to take care of others. When shopping, children can help parents carry things. At home, when you are uncomfortable or ill, let the children help with some housework within their capabilities. Only when parents step back in time can children make continuous progress.

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