

Research on the current situation of home cooperation in early childhood Labor Education -- a qualitative analysis based on the interview data of nine teachers

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Abstract: home cooperation in early childhood labor education is an important form of cultivating children's labor ability. This study uses the interview method, starting from the four dimensions of home cooperation cognition and attitude, home cooperation content, home cooperation frequency and home cooperation form, aims to explore the current situation of home cooperation in early childhood labor education from the perspective of teachers. The study found that preschool teachers have a positive attitude towards home cooperation in labor education, but there are deviations at the cognitive level; The cooperation content of labor education home pays attention to the cultivation of labor skills, but lacks the cultivation of labor consciousness; The cooperation frequency of labor education home is at a low level, and the initiative of parents' cooperation is not high; Social software and parents' meeting are common forms of labor education home cooperation. Preschool teachers should firmly grasp the knowledge of labor education, guide parents to effectively carry out labor education activities, and promote the development of children's labor skills, labor habits and labor consciousness.

Key words: early childhood labor education; Home cooperation; Teacher interview

1. Introduction

After the CPC Central Committee and the State Council issued the opinions on Comprehensively Strengthening labor education in primary, secondary and secondary schools in the new era, the attention of children's labor education has increased day by day. Children's labor education is an educational activity that guides children's purposeful and conscious use of physical strength and intelligence to transform the external world in the process of experiencing practice and hands-on operation, so as to obtain labor knowledge, labor skills, labor habits, labor consciousness and labor emotion. Labor education promotes children's willpower and physical and mental development. At present, in early childhood education, the limitations of labor education places, the singleness of labor education forms, and the periodicity and transience of labor education effect are the necessary reasons for families to participate in labor education. Zhengjuanyu and others believe that home cooperation is an important form to promote the active development of early childhood labor education. However, studies have found that most kindergartens implement labor education only in kindergartens and fail to play the role of home integration. In addition, some studies mostly use quantitative research methods, but lack of qualitative research methods. Based on this, this study uses the interview method to understand the current situation of home cooperation in early childhood labor education from the perspective of teachers.

2. Research methods and design

2.1 Research methods and ideas

This study mainly uses the method of interview, with 9 kindergarten teachers as the interviewees, to sort out the interview data from the four dimensions of home cooperation cognition and attitude, home cooperation content, home cooperation frequency and home cooperation form, and to analyze the current situation of home cooperation in early childhood labor education from the perspective of teachers.

2.2 Interview design

1. the interviewed teacher determines

Table 1 The basic information of respondents is shown in

Serial number	number	Gender	Age	educational background	Teaching age
1	F teacher	female	51	Technical secondary school	33
2	M teacher	female	34	Technical secondary school	15
3	Teacher y	female	34	undergraduate course	16
4	S teacher	female	31	undergraduate course	13
5	D teacher	male	26	undergraduate course	2
6	J teacher	female	28	undergraduate course	4
7	Z teacher	male	24	Postgraduate	1
8	C teacher	female	27	Postgraduate	3
9	W teacher	female	29	Postgraduate	5

2. interview question setting

The interview outline of this study mainly includes two parts: the first part is the basic situation of teachers, including gender, age, teaching age, etc; The second part sets up six interview questions from four dimensions: the cognition and attitude of home cooperation, the

content of home cooperation, the frequency of home cooperation and the form of home cooperation. See Table 2 for details.

Table 2 interview question setting

Basic information	1. time and place of interview 2Gender, age, teaching age and education background of respondents	
Labor education home cooperation	Understanding and attitude of home cooperation	1. do you know about labor education for children?2. what do you think of the kindergarten labor education home cooperation?
	Cooperation content of Homeland	3. what are your requirements or expectations for child labor?What aspects of child labor do you pay more attention to when communicating with parents?4. can you give an example to talk about the activities of home cooperation in early childhood labor education?
	Home cooperation frequency	5How often do you cooperate and communicate with parents on early childhood labor education?
	Home cooperation form	6What is your favorite way to communicate with parents in the cooperation of labor education home? What do you think of the effect?

3. Conclusion and analysis

3.1 Preschool teachers have a positive attitude towards home cooperation in labor education, but there are deviations at the cognitive level

Preschool teachers expressed their support for the cooperation between labor education and home. The survey found that all nine teachers expressed their attitude of attaching importance to the cooperation of labor education home. Teacher s said, “it is necessary for our teachers to promote the cooperation of kindergarten labor education home”. Teachers’ cognitive bias exists in the cognitive level of labor education cooperation. Most preschool teachers believe that cultivating children’s ability to take care of themselves is an important part of labor education, while ignoring the teaching of labor concepts and knowledge. Teacher w said, “I think labor education is to let children learn some basic labor skills, such as being able to dress themselves, helping family members do housework, and so on.”

3.2 The cooperation content of labor education home focuses on the cultivation of labor skills, but lacks the cultivation of labor consciousness

There is an imbalance in the content of home cooperation in early childhood labor education. The survey found that most preschool teachers pay too much attention to the cultivation of children’s labor skills, while ignoring the cultivation of labor consciousness. Teacher D said: “when our kindergarten carries out home cooperation in labor education, it usually organizes parents and children to complete a task of labor activities together, such as making decorations from waste plastics.” teacher f said: “our labor education tends to organize labor education activities, while the cultivation of children’s labor consciousness is relatively weak.” Teacher m said, “we will organize parents to consciously cultivate their children’s habit of taking the initiative to work at home, but most parents just want to cope with the kindergarten, and just take a picture when their children work.”

3.3 The cooperation frequency of labor education home is at a low level, and the initiative of parents' cooperation is not high

The survey found that the frequency of home cooperation in early childhood labor education was at a low level. Teacher y said: “we usually communicate with our parents not very often, especially in labor education.” Teacher Z said: “parents occasionally communicate with us about this content, but not many times. Most of them mentioned it in passing when picking up and seeing off their children.” teacher D said: “most parents do not know about labor education, and the communication initiative about the content of labor education is not high, so we do not often communicate with parents.”

3.4 Social software and parents' meeting are common forms of labor education home cooperation

In terms of the forms of home cooperation in early childhood labor education, the survey found that social software (such as wechat and nailing) and parents’ meetings were common forms of communication. Teacher C said, “we communicate with parents mainly through the class wechat group, where parents will feed back photos of their children doing labor activities at home.” Teacher J said, “we will communicate with parents in the form of parents’ meeting, which can better convey the content of children’s labor education to parents. This is a good way of home cooperation and communication.”

4. Discussion

4.1 The current situation and cause analysis of preschool teachers' cognition and attitude towards home cooperation in labor education

Preschool teachers are the coordinator of labor education home cooperation. Teachers’ cognitive attitude towards home cooperation in labor education will directly affect the effect of home cooperation in labor education. The survey found that teachers expressed support for home cooperation in early childhood labor education, but there was cognitive bias at the cognitive level. On the one hand, teachers believe that labor education is the ability and skills of children to take care of themselves, while ignoring the training of labor consciousness and labor concept of labor teachers. On the other hand, preschool teachers agree with the importance of home cooperation in preschool labor education from a macro perspective, but they are not aware of the content, methods and how to cooperate. Therefore, this will lead to the lack of planning and professionalism in the implementation of home cooperation activities, which will make it difficult to achieve the effectiveness of home cooperation.

4.2 Analysis on the current situation and reasons of the cooperation content of preschool teachers' labor education home

The labor content of early childhood education should be diversified, but the research found that teachers’ cooperation content in early

childhood labor education home is not balanced. Most preschool teachers pay too much attention to the cultivation of children's labor skills, while ignoring the edification of labor consciousness. This mainly includes two reasons: first, teachers lack the knowledge of home cooperation in early childhood labor education. Teachers pay too much attention to the learning of traditional labor skills, while ignoring the cultivation of children's positive labor consciousness. Second, teachers lack the ability to organize home cooperation. Parents are an important factor in the cooperation of labor education homes, so teachers need to have the ability to organize parents to participate in activities. The survey found that due to the limited professional ability of most teachers, the content of labor education was limited to the traditional labor skills learning, and they could not really cultivate children's labor consciousness and labor concept. Therefore, the promotion of teachers' professional knowledge and ability can give the realization of the comprehensiveness of the content of early childhood labor education.

4.3 Analysis on the current situation and reasons of the cooperation frequency of preschool teachers' labor education home

The degree of home cooperation is divided into three levels: low, medium and high. The low level of home cooperation shows that parents understand the basic situation of children in the kindergarten through home contact bar, parent contact manual, etc. The survey found that the cooperation frequency of labor education home is at a low level, and the initiative of parents' cooperation is not high. On the one hand, in some home cooperation activities, there is a problem of one-way communication between teachers and parents. Parents are not familiar with the content of labor education, and most parents believe that their education concept is backward, resulting in the lack of initiative to communicate with teachers. On the other hand, teachers' and parents' communication methods are mostly informal, which leads to a low frequency of communication on labor education. Therefore, preschool teachers should change the communication form of labor education home cooperation and improve parents' understanding of labor education, so as to promote the frequency of labor education home cooperation.

4.4 Analysis on the current situation and reasons of kindergarten teachers' home cooperation in labor education

The home cooperation form of early childhood labor education will directly affect the effectiveness of labor education. The survey found that social software and parents' meeting are common forms of cooperation in labor education home. On the one hand, social software is the most effective way for home to cooperate and communicate. At present, the teachers' Union releases content through wechat and arranges parents to complete the task of labor education. This convenient social software provides a communication platform for home cooperation. On the other hand, parents' meeting is a way of two-way in-depth communication between teachers and parents. Usually, the teachers' meeting will fully prepare the meeting contents for the parents' meeting and fully communicate with parents. Therefore, in terms of home cooperation in early childhood labor education, the use of parent meetings is more conducive to teachers' understanding of parents' requirements and expectations for home cooperation. At the same time, parents of young children can also provide constructive suggestions to achieve in-depth communication of labor education home cooperation.

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