

Research on the Problems and Strategies of Pre-writing in Kindergarten

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ABSTRACT

Pre-writing, as an important form of children's written expression, has a profound impact on their cognitive, linguistic and social development. The study found that the current kindergarten teachers' cognition of pre-writing is ambiguous, the educational activities are formalized and lack of systematicness, and the evaluation concept is out of touch with practice. In view of these problems, this paper puts forward some strategies, such as optimizing teachers' pre-service and post-service training, designing scientific pre-writing activities, creating appropriate writing environment, strengthening home cooperation and building a multi-evaluation system, so as to improve the quality of pre-writing education and promote the all-round development of children.

KEYWORDS

Infant; Large Class; Emergent Writing; Question

Pre-writing refers to children's games and learning activities that use pictures, graphics, text and other symbols to express and transmit information, share and exchange their thoughts, emotions and experiences with their peers and adults through drawing and painting. It is an important form of children's written expression. It aims to stimulate children's interest in writing, help them master the correct writing posture and skills, so as to cultivate good writing habits, lay the foundation for their willingness to try and think independently in the later reading and writing courses, and have direct and potential significance for the healthy development of children's knowledge, emotion and intention.

With the continuous development of preschool education, the practice of pre-writing activities in kindergartens in one-day life is becoming more and more popular. The large class is an important stage for children to transition from kindergarten to primary school. During this period, children's contact with pre-writing activities is more in-depth and extensive, and the problem exposure is more concentrated. Exploring the current situation of pre-writing teaching in large classes can effectively help kindergarten teachers get out of the "misunderstanding" of pre-writing teaching, adjust the pre-writing teaching plan, and provide high-quality pre-writing education and teaching activities for more children.

At present, although the academic circles have carried out extensive research on the cultivation of children's pre-writing ability, the research focuses on the exploration of the implementation path, and the research on the practical difficulties and systematic solutions in the practice of pre-writing education still needs to be improved. Starting from the value of children's pre-writing education, this paper investigates the problems existing in kindergarten's pre-writing education, and then discusses the suggestions on children's pre-writing education.

1 The Value of Pre-writing Education

As an important part of preschool education, the value of children's pre-writing education is not only reflected in laying the foundation for formal writing, but also in the multi-dimensional development process of children's cognition, language and sociality.

Shangren Gao believes that the significance of early literacy education is that it is not only children's interest, but also a complex process of children's cognitive development. In the process of learning to write, children develop and construct their understanding and assumptions of written words, and in the process, they acquire a very rich knowledge, skills and attitudes related to writing. These constitute an important basis for children's future reading and writing learning, which is particularly important for children's reading and writing performance in primary school. At the same time, the pre-writing ability is not limited to the writing of words. The improvement of its ability plays an important role in the operation of simple perceptual area work and cognitive mental psychological work, and also plays an important role in the occurrence and development of higher psychological processes. It not only covers the perception, understanding and flexible use of graphics, symbols and lines, but also helps to improve their observation ability, logical thinking ability and spatial perception ability, stimulate their imagination and creativity, enhance their self-confidence, and has a profound impact on the all-round development of children.

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ability, logical thinking ability and spatial perception ability, stimulate their imagination and creativity, enhance their self-confidence, and has a profound impact on the all-round development of children.

In a word, pre-writing education plays an irreplaceable role in many dimensions of children's growth, and is the key cornerstone to help children's all-round growth and future development.

2 The Problems Existing in the Writing Education Before the Big Class in Kindergarten

2.1 Kindergarten Teachers' cognition of Pre-writing is Ambiguous

2.1.1 Kindergarten Teachers Still Have a Cognitive Gap in the Connotation and Value of Pre-writing

Teachers have a good grasp of the basic concepts of pre-writing (such as self-expression, non-standard writing), but there are differences in the cognition of specific forms of expression (such as the attribution of graffiti) and practical significance, which need further professional guidance and conceptual clarification. In terms of value, most teachers recognize the importance of pre-writing activities, and there is no clear objection, indicating that their educational value has been widely accepted. However, there are still a few teachers who do not have a clear understanding of it, which may suggest that some teachers' understanding of its practical teaching significance still remains on the surface.

2.1.2 Kindergarten Teachers' cognition of the Development Law of Pre-writing Education Still as Some Chaotic Areas

Teachers have a high degree of recognition of the macro-development rules of pre-writing (such as age correlation, stage order), but there is some controversy about the specific development performance (such as the universality of individual differences). Some teachers may not fully pay attention to the individual development needs of young children, underestimating the diversity of early childhood development.

2.1.3 Kindergarten Teachers have a Weak Understanding of the Educational Objectives and Influencing Factors of Pre-writing

Most teachers agree with the educational goal of " large class children should maintain correct writing posture, " but the consensus on other core goals is low. For example, only half of teachers fully support " correct writing name, " and there are differences in the cognition of the three themes of interest stimulation, habit cultivation and skill mastery. Regarding the influencing factors, the influence of environment and children's own ability on the pre-writing of children in large classes has been highly recognized, but there is still a significant proportion of teachers who have a vague understanding of key factors such as age characteristics and interest level. This shows that although teachers recognize the value of pre-writing education in concept, the systematic cognition of specific goal definition and influencing factors is still not accurate and thorough enough. There is a cognitive characteristic of ' macro identity but micro confusion ', which needs to be improved urgently.

2.2 Kindergarten Teachers' pre-writing Activities Tend to be Formal and Lack Systematicness

2.2.1 Insufficient Implementation of Educational Activities

The proportion of special pre-writing activities is low, and more than half of the teachers only occasionally do it, indicating that the systematic implementation of pre-writing education is still lacking.

2.2.2 Imbalanced Curriculum Penetration

The infiltration of prewriting into thematic courses is more frequent, but the infiltration in daily life is relatively insufficient. This difference indicates that teachers are more inclined to integrate prewriting into structured courses.

2.2.3 In the Extension Activities, Professional Reflection is Weak

The practice of linkage parents to jointly cultivate pre-writing ability is more common, but the proportion of teachers who reflect on activities in time is significantly low (only 8 % always reflect), reflecting the lack of teaching reflection.

2.2.4 The Practice Mode Shows a Tendency of ' emphasizing Form and Neglecting Process

Teachers are more inclined to implement activities that are easy to operate and intuitive (such as environmental

layout, work display), but pay less attention to activities that need in-depth planning (such as special pre-writing activities, schedule infiltration, one-day activities) and professional reflection. This shows that teachers pay more attention to formal activities and ignore in-depth guidance and process evaluation.

2.3 There is a Gap Between the Evaluation Concept and Implementation of Kindergarten Teachers

Teachers have a high degree of recognition of the concept of multiple evaluation (91.33 % agree / very agree with the combination of multi-party evaluation, 88 % support the diversification of evaluation methods), but the actual operation is still dominated by teacher evaluation. The practice of children as the main body of evaluation is obviously insufficient, and the frequency of mutual evaluation between children and children is low. More than half of the teachers only occasionally or never implement, reflecting the lack of transformation from concept to practice. The evaluation focuses more on the results of the work (such as the display of the work), and lacks a dynamic evaluation of the writing process.

In general, although teachers agree with multiple evaluations in theory, the actual operation is still limited to the traditional teacher-led model, especially ignoring the value of children as the evaluation subject, highlighting the key issue of the transformation barrier from concept to practice.

3 Solutions to the Problems in Pre-writing Education

3.1 Carry out Special Training to Improve Teachers ' pre-writing Education Concept

3.1.1 Optimize the Pre-service Training System and Build the Cognitive Foundation of Pre-writing

Pre-service education is an important starting point for the professional growth of preschool teachers, mainly relying on higher education and vocational education. It is true that pre-school education related majors in colleges and vocational colleges have opened courses in the field of language, but pre-writing education, as a subdivision of the language field, is often neglected in teaching and learning.

In order to improve the cognition of preschool teachers ' pre-writing teaching concept in the future, colleges and universities can start from the curriculum to optimize and adjust. Appropriately increase the proportion of pre-writing related courses and build a comprehensive curriculum system. The course content should not only cover the connotation and significance of pre-writing, but also clarify the goals and core experience of different age groups, so as to lay a solid theoretical foundation for pre-service teachers.

At the same time, the introduction of first-line practical forces is indispensable. Colleges and universities should strengthen cooperation with kindergartens and invite front-line teachers with rich experience in writing teaching to carry out lectures on campus. With long-term teaching observation, famous teachers can accurately grasp the actual development level and typical characteristics of children 's pre-writing, such as the expression of line symbols in small classes, the combination of pictures and texts in middle classes, and the attempt to write standard words in large classes. Through the sharing of actual cases, it provides reference for students ' future efficient teaching.

In addition, practice is the touchstone of testing theory. Colleges and universities should create more internship opportunities for students to enter kindergartens and observe children 's pre-writing performance in close proximity. Apply the theory to practice, deepen the understanding of the concept and method of pre-writing education, and quickly adapt to and effectively carry out teaching after taking office in the future, so as to help children develop in an all-round way.

3.1.2 Deepen Post-service Special Training and Strengthen Practical Application Ability

Post-service training is a key link for preschool teachers to continuously improve their professional quality and promote the optimization of the quality of pre-writing education. In order to strengthen the practical application ability of preschool teachers in the field of pre-writing education, we can build a comprehensive and multi-level post-service training system from multiple dimensions, such as offline on-site training, online thematic courses, and the integration of kindergarten-based teaching research and practical reflection.

Experts and scholars are invited to go deep into kindergartens to carry out face-to-face on-site training activities. Experts communicate and interact with teachers on the spot by observing the teaching environment of kindergartens, children 's pre-writing works and teachers ' teaching activities, and answer questions and doubts about the problems encountered by teachers in actual teaching. At the same time, experts can also be invited to personally demonstrate teaching, so that teachers can intuitively learn scientific and effective teaching methods and organizational forms, and improve the pertinence and effectiveness of training.

Using modern information technology to carry out online thematic training courses. Online training has the flexibility

of time and space, and teachers can arrange autonomous learning according to their own time. The training content can include expert lecture video, teaching case analysis, online discussion and other forms. Teachers can communicate and interact with experts and other teachers in real time through online platforms, share learning experience and teaching experience, broaden learning channels and enrich learning resources.

In the training process, pay attention to the combination of kindergarten-based teaching and research and practical reflection. Regularly organize teachers in the kindergarten to carry out special teaching and research activities on pre-writing education, conduct in-depth discussions around the training content, and jointly discuss the problems and solutions encountered in teaching. Encourage teachers to actively try new teaching methods and strategies in teaching practice, and timely reflect on teaching. By writing teaching reflection diaries and carrying out teaching case analysis, we can sum up experience and lessons, constantly improve our teaching behavior and improve teaching effect.

3.2 Carry out Scientific Pre-writing Activities

In the pre-writing activities, we should adhere to the principle of ' children as the main body, teachers as the leading ', and promote the coordinated development of children 's listening, speaking, reading and writing abilities by creating rich and diverse game situations. In view of graffiti, painting and drawing are the main expression forms of children 's pre-writing, teachers need to provide children with diversified practice opportunities, guide them from simple imitation to independent creation, and help children express their thoughts and emotions with pre-writing in a scientific and orderly way. In this process, the core of pre-writing activities should focus on children 's experience and fun, rather than over-emphasizing standardization, accuracy and writing quantity.

3.2.1 Highlight the Dominant Position of Children, Fit Their Development Needs

Children 's pre-writing activities should be carried out closely around children 's own interests and development needs, rather than blindly catering to some parents ' demands for ' advanced learning knowledge '. Teachers should deeply realize that children 's learning methods are mainly based on games and experiences. Pre-writing education should focus on cultivating children 's interests and habits, rather than pursuing short-term writing results. Teachers should design different forms of pre-writing activities according to the characteristics of physical and mental development of children of different ages. For example, in game scenes such as regional activities and outdoor activities, novel and interesting pre-writing training elements are integrated to stimulate children 's enthusiasm for participation. At the same time, carry out specialized pre-writing activities, keenly capture children 's interest signals in pre-writing, give timely attention and refinement, and provide accurate guidance for the development of children 's pre-writing skills. In addition, we should pay attention to the accumulation of children 's life experience and realize that life is an important source for children to acquire pre-writing knowledge. What children see and hear, think and feel in daily life can become the material and knowledge reserve of pre-writing. Teachers should also pay attention to the integrity of children 's language ability development. Pre-writing is only a part of children 's language learning, and the development of other key abilities such as listening, reading and expression cannot be ignored due to excessive emphasis on writing. It is necessary to promote the balanced improvement of children 's language ability.

3.2.2 Create a Suitable Writing Environment to Stimulate Children 's Interest in Writing

Appropriate writing environment plays a vital role in the development of children 's pre-writing ability. The " 3-6 Years Old Children 's Learning and Development Guide " clearly states that teachers should provide children with rich and easy-to-access writing materials, such as paper, color pens, etc., and also use natural materials such as sand and branches to meet the needs of children 's free painting. In the indoor activity area, a special front writing corner can be set up, equipped with sand table, paper, color pen and other tools to provide material support for children 's front writing activities. In terms of environment creation, graffiti walls can be cleverly set up to encourage children to sign in and record daily activities in the form of graffiti, so that children can feel the fun of writing in a relaxed and pleasant atmosphere and enhance the enthusiasm of pre-writing.

3.2.3 Strengthen the Interaction and Cooperation Between Home and Kindergarten to Form a Joint force of Education

Home-kindergarten co-education is an important way to improve the quality of early childhood education. Kindergartens and teachers should take the initiative to establish close contact with parents, popularize scientific educational concepts to parents through various forms such as home visits, parents ' schools, and special lectures, and help parents correct their wrong pre-writing cognition, so that they can understand the characteristics and laws of

children 's learning and action development. Establish parents ' open day, invite parents to enter the kindergarten, experience children 's day life, and intuitively understand children 's learning and growth in the kindergarten. Organize parent-child activities, provide parents and children with opportunities to participate in pre-writing activities, enhance emotional communication between parents and children, and refine parents ' educational concepts, guide parents to create a good pre-writing environment for children in the family, and scientifically guide children to practice pre-writing, enrich children 's pre-writing experience, and jointly promote the improvement of children 's pre-writing level.

3.3 Multiple Evaluation Empowerment, Optimize the Evaluation System of Children 's Pre-writing Activities

The evaluation of children 's pre-writing activities is of great significance, and the construction of a scientific system needs to be multi-pronged. The evaluation should pay equal attention to the process and result, track the growth track of children from writing to writing, from random graffiti to creative symbol expression, and interpret the connotation of the work, integrate the process record and the work analysis to form a closed loop, and dynamically promote the development of ability. To integrate multiple subjects, teachers rely on professional literacy to lead evaluation, parents provide information from the perspective of life, participate in co-education, and children stimulate their potential and cultivate their sense of cooperation through mutual evaluation. The evaluation content needs multi-dimensional coverage, focusing on writing skills to consolidate the foundation, paying attention to habit quality to shape personality, and paying attention to emotional attitude to stimulate motivation. The evaluation method should be positively guided, mainly to encourage praise, specifically and sincerely affirm the children 's flash points, euphemistically inspire them to solve their writing confusion, and create a positive atmosphere, such as setting up a work display area, carrying out selection activities, respecting individual differences to provide display opportunities, so that children can grow up in an all-round way in encouragement, and build a solid foundation for future learning.

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