

# Study on the Communication Between Parents and Teachers

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## Abstract

Family and kindergarten are the main places for children to activity, parents and teachers play a key role, the two interaction and mutual education and guidance to achieve the best effect. Communication, as the hub of home-school contact, communication is very key in home co-education. In the process of home-school communication, there are many problems, which lead to the not in-depth home-school cooperation and can not achieve the expected educational effect. Based on this, this paper mainly uses the questionnaire method, supplemented by the interview method and the literature research method. Understand the communication between teachers and parents in the investigated kindergarten and the problems encountered, and seek solutions.

## Keywords

Home communication; Preschool education; Status quo.

## 1. The Introduction

### 1.1. Research Background and Significance

Parents are the first teachers of their children, and they are most closely related to their children. Preschool teachers are the guide of children to receive education, and are the main person in charge of early childhood education. Therefore, how to build a good communication mode between preschool teachers and parents is very critical.

At present, there are some problems in early childhood education in China. Kindergartens do not pay attention to home-school interaction, and parents lack the enthusiasm for communication. This phenomenon is not conducive to children's development. Therefore, the author analyzes the current situation of the communication between kindergarten teachers and parents, finds out the existing problems and explores the root causes, and puts forward effective countermeasures, hoping to provide reference for the communication between kindergarten teachers and parents.

Theoretically, to clarify the relationship between kindergarten teachers and parents in the home communication. In practice, it can provide reference for kindergartens to develop home communication programs. Put forward suggestions for designing home activities for kindergarten teachers to promote home communication more harmonious. By exploring the home communication relationship, using the questionnaire method and interview method to understand the causes of the problem, in early childhood education, learn from the existing experience to make a correct understanding of home communication, so that parents and kindergarten teachers can communicate happily and efficiently.

### 1.2. Research Content and Methods

#### 1.2.1. Research Content

This paper studies and understands the existing problems of home communication, takes the learned theory as the analysis and guidance basis, effectively solves the problems of home communication, and promotes the development process of early childhood education.

### 1.2.2. Research Methods

This paper takes XX city public kindergarten as the research object, with the questionnaire survey method, supplemented by the interview method.

#### (1) Questionnaire survey method

In order to ensure the rationality of the questionnaire survey, we contacted kindergarten teachers and graduate students for scientific discussion when designing the questionnaire, and the questionnaire survey content was determined after several carving. In this study, two questionnaires were designed for parents and kindergarten teachers to investigate the views, methods, content and evaluation of home communication.

I selected all the kindergarten teachers and parents of a public kindergarten in XX City to conduct a survey, and a total of 366 questionnaires were distributed, including 327 for parents, with a recovery rate of 100% and 39 for teachers, with a recovery rate of 100%.

#### (2) Interview method

Combined with the questionnaire, we conducted in-depth interviews to obtain deeper answers. The production of the interview outline is arranged according to the main content of the research and the relevant content of the questionnaire survey, and on the basis of the questionnaire, the views of children's parents and kindergarten teachers on the communication problem at home are further analyzed.

## 2. The Basic Theory of Communication Between Kindergarten Parents and Teachers

First of all, the communication between kindergarten teachers and parents is a two-way interaction process. From the perspective of family, scholar Zheng Fuming believes that the communication between kindergarten teachers and parents is a process centered on early childhood education and targeting children's development goals, content and methods. Yue Feng believes that preschool teachers and parents should interact in both directions.

Secondly, the communication between kindergarten teachers and parents is a process of mutual influence. Through communication with parents, preschool teachers reach a consensus on early childhood education, choose measures suitable for children's development, and have an impact on children.

Throughout the scholars of "kindergarten teacher and parents communication" positioning, I will kindergarten teacher and parents defined around the early childhood education related issues in the appropriate way of information interaction process, in order to achieve the understanding and support, build home-school communication scientific education concept, promote the comprehensive development of children's physical and mental health.

## 3. Analysis of the Current Communication Situation of Kindergarten Parents and Teachers

### 3.1. Parents and Kindergarten Teachers on The Home Communication Views

Home communication involves a wide range of issues, not only between parents and kindergarten teachers to communicate children's daily living conditions, but also need to improve the awareness of communication, to ensure enough time to communicate, so as to fully understand children's daily learning and living conditions, to promote children's physical and mental health development with the cooperation of both sides. View is the basis of guiding personal action, therefore, the view of home communication is directly related to whether the parents and kindergarten teachers can take the initiative to communicate with each other.

### 3.1.1. Understanding of the Role and Positioning of Home Communication

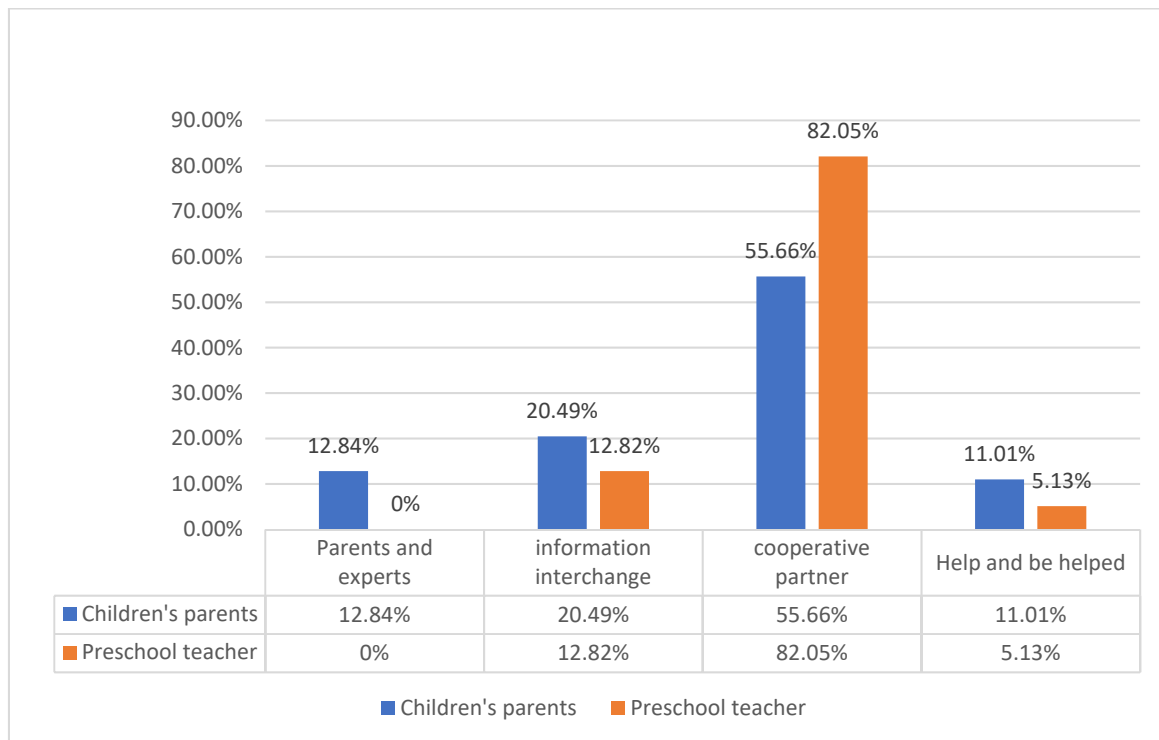


Figure 1. Role positioning of home communication

### 3.1.2. Analysis of Communication Willingness Problems

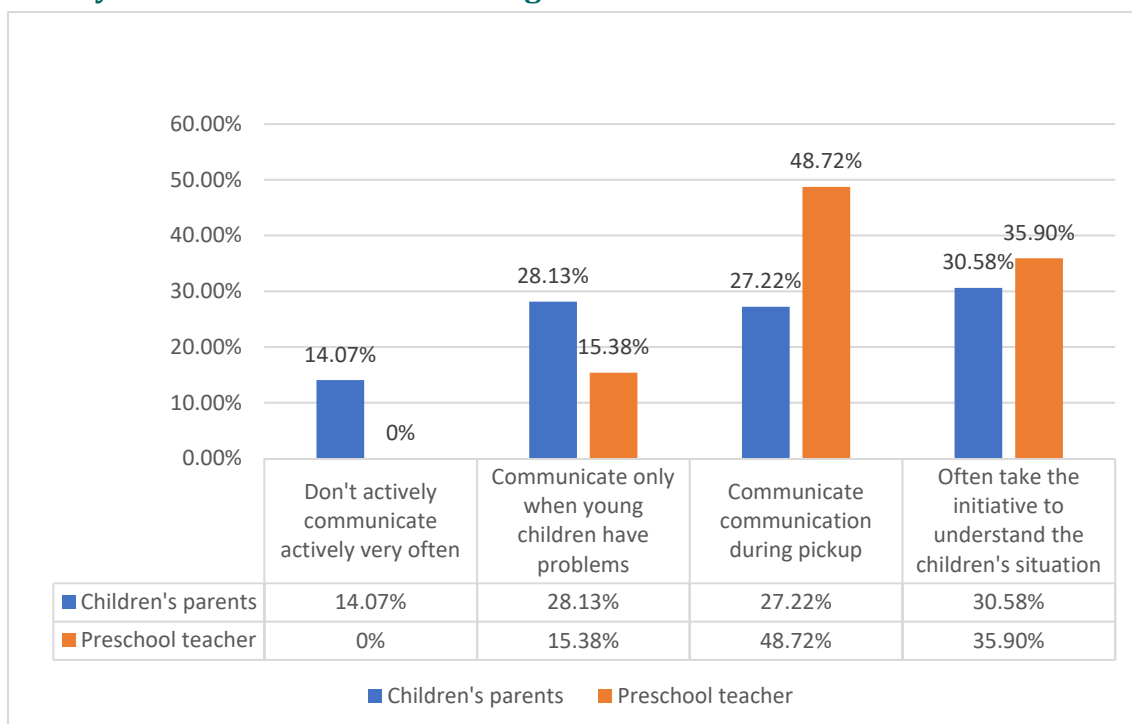
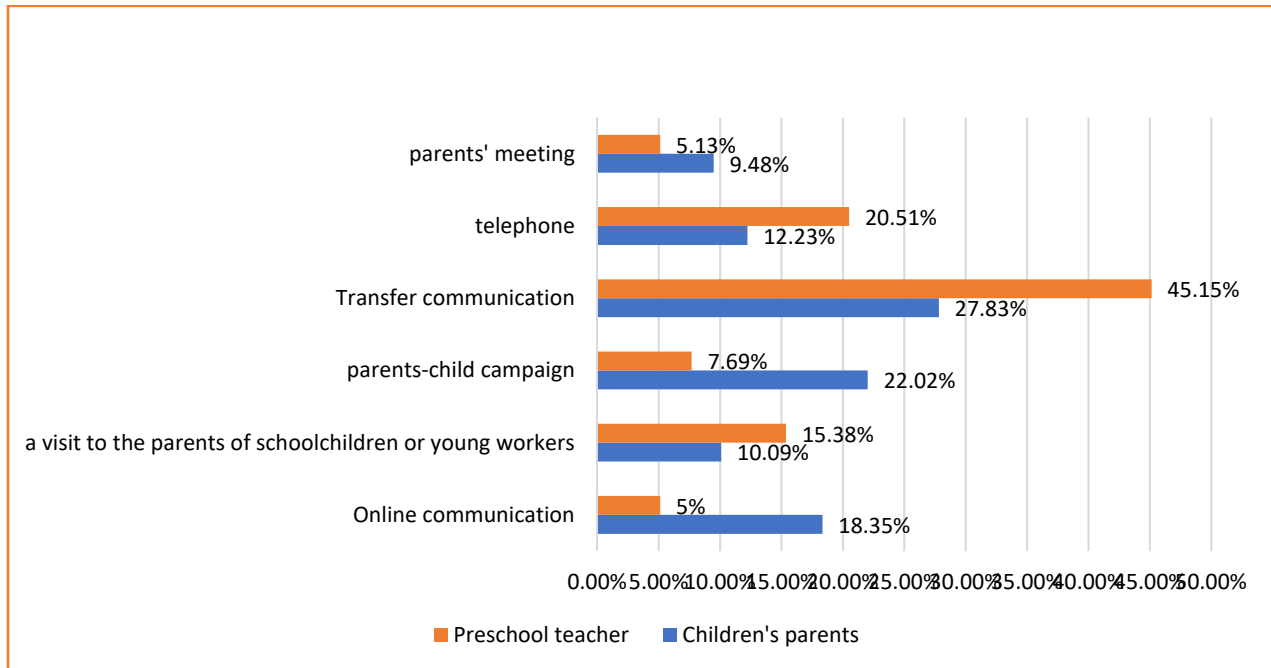


Figure 2. Investigation on the communication willingness between parents and kindergarten teachers

### 3.2. Mode, Content and Frequency of Communication Between Parents and Preschool Teachers to Their Homes

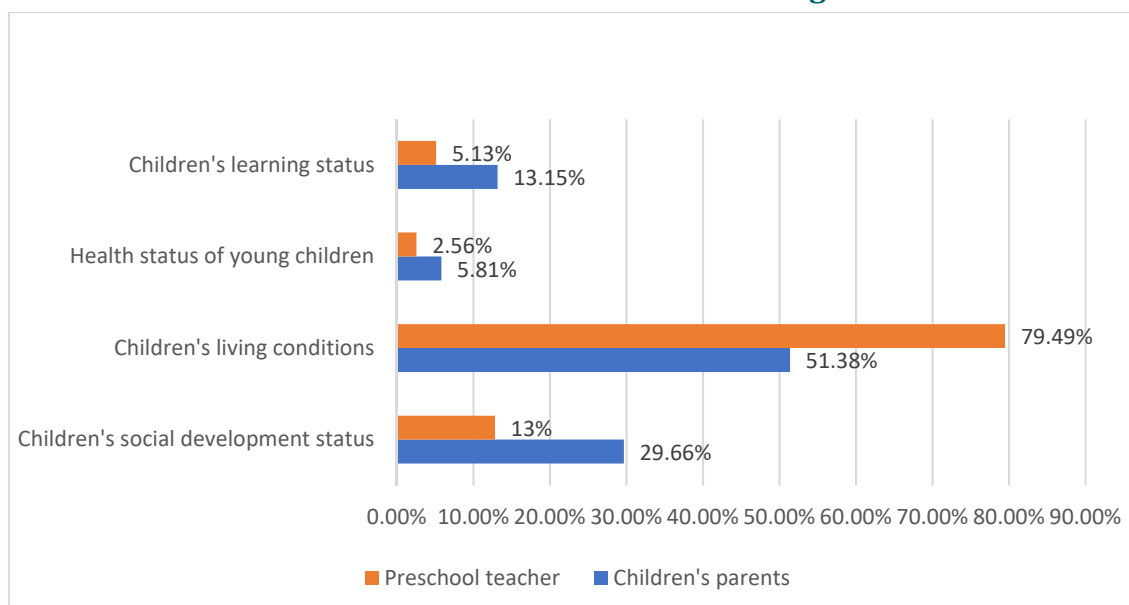
#### 3.2.1. Communication Methods That Parents and Kindergarten Teachers Find Useful



**Figure 3.** Communication methods that parents and preschool teachers find useful

According to the results analysis, parents and kindergarten teachers are more inclined to communicate and online communication, that is, communication tools; followed by parent-child activities and telephone communication, then parents' communication. With the improvement of science and technology level, online communication has become the mainstream way of home communication, it can take care of the time of both sides, but the disadvantage is that parents can not deeply understand the situation, so that the effect of home communication is very limited.

#### 3.2.2. Communication Content Between Parents and Kindergarten Teachers



**Figure 4.** Home communication content between parents and kindergarten teachers

According to Figure 4, the analysis is available: (1) affected by the epidemic, it is difficult for children to develop good living habits at home, making parents and preschool teachers pay special attention to their life problems.(2) The difference between parents and preschool teachers is the social development of children.

### 3.2.3. Frequency of Communication Between Parents and Kindergarten Teachers

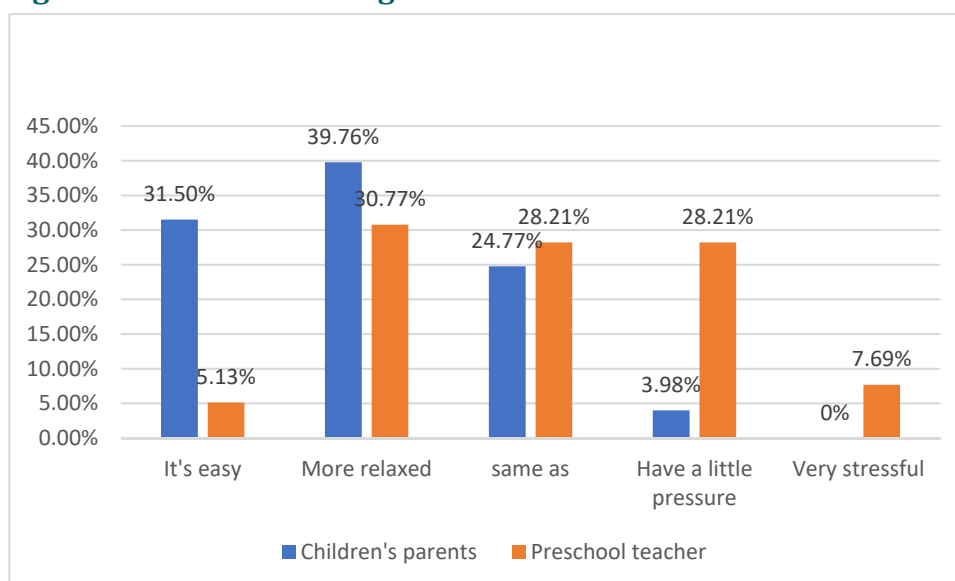
**Table 1.** Frequency of communication between parents and preschool teachers

	Communication frequency is (%)					
	Basically not		once in a while		often	
	Children's parents	Preschool teacher	Children's parents	Preschool teacher	Children's parents	Preschool teacher
Do you communicate with them regularly?	7.34	5.13	64.22	35.9	28.44	58.97
Do you often actively ask young children about the situation?	6.12	2.56	64.83	41.03	29.05	56.41
Do you often actively inform the children of the situation?	8.87	0	59.33	33.33	31.80	66.67

Table 1, kindergarten teachers often communicate with parents accounting for 58.97%, while parents account for 28.44%. The data show that in the process of home communication, preschool teachers have stronger communication initiative, but there are still problems. Most homes share with each other, mostly not shared.

### 3.3. Evaluation of Parents and Kindergarten Teachers on Home Communication

#### 3.3.1. Feeling of Parents and Kindergarten Teachers in Their Home Communication



**Figure 5.** Parents and kindergarten teachers feel in their home communication

### 3.3.2. Harvest Between Parents and Kindergarten Teachers in Their Home Communication

Psychology believes that individuals can only gain something in their behavior to continue to repeat their previous behavior. Home communication is of great help to the healthy growth of children, for preschool teachers, keeping in touch with parents is their job, on the contrary to parents, only parents from the home communication to encourage their initiative to communicate with kindergarten teachers. The harvest results are shown in Tables 2 and Table 3.

**Table 2.** Parents' harvest in home communication

Communicate with you through your home:	I don't agree	disagree	hear nothing of	agree	Very much agree
1. Solved the growth problem of children?	0%	3.98%	10.70%	72.17%	13.15%
2. Better understanding of parenting knowledge?	0%	2.14%	6.12%	74.31%	17.43%
3. Help young children get more knowledge?	0.31%	2.45%	6.73%	72.78%	17.74%
4. Changed the requirements for young children?	0%	3.06%	7.65%	73.39%	15.9%
5. Changing parenting attitudes?	0%	3.06%	9.79%	73.39%	13.76%

**Table 3.** Harvest of kindergarten teachers in their home communication

Communicate with you through your home:	I don't agree	disagree	hear nothing of	agree	Very much agree
1. Solved the growth problem of children?	0%	7.69%	7.69%	71.69%	12.82%
2. Enriched your teaching experience?	0%	7.69%	5.13%	79.49%	12.82%
3. Get more teaching advice?	0%	5.13%	7.69%	82.05%	5.13%
4. Is it conducive to the change of teaching methods?	0%	10.26%	5.13%	71.79%	12.82%
5. Is it conducive to having a comprehensive understanding of young children?	0%	0%	0%	82.05%	17.95%

## **4. Four, The Analysis of The Problems Existing in The Home Communication**

### **4.1. The Communication Desire Between Parents and Kindergarten Teachers Is Not Strong Enough**

After studying the status of communication situation in home, it is common for kindergarten teachers to communicate with parents. Although preschool teachers and parents can realize the importance of home communication, but there are still differences in the implementation to practice. Teachers tend to perform well parents more in-depth communication, and parents to communication depends on whether the kindergarten teacher, if the teacher impression is good, to communicate actively, on the contrary, parents tend to understand through children's learning and living conditions in kindergarten, but children cognition is limited, cannot reflect the situation to parents. Because the communication desire between parents and kindergarten teachers is not strong enough, it is difficult to show the communication role of the home, which leads to the inadequate understanding of the development of children on both sides, which is not conducive to the health and comprehensive development of children.

### **4.2. There Are Differences in What Parents and Preschool Teachers Attach Importance To**

The investigation found that parents and kindergarten teachers have different concerns for children, resulting in great problems in communication. Parents pay attention to children's life problems, while preschool teachers pay attention to children's social development. Due to the differences in cognition, parents and preschool teachers have different starting points, resulting in poor communication with each other.

### **4.3. The Communication Mode Between Parents and Kindergarten Teachers Is Single**

At present, kindergarten teachers and parents are busy with their work, and the two sides can rarely communicate face to face. They use online communication or telephone communication, when transporting the children is only a short communication. Only when children have serious problems, parents can take the initiative to understand the situation from the kindergarten teachers, or the kindergarten teachers use extracurricular time at home to understand the situation. This shows that parents and kindergarten teachers communicate in a single way. Online communication is simple, but the two time is difficult to coordinate. In addition, kindergarten teachers adopt one-to-many education methods, when all staff communication, kindergarten teachers and parents need to coordinate the time, to ensure that all parents participate in the activity.

### **4.4. Lack of Self-responsibility Awareness of Parents and Preschool Teachers**

According to the investigation of communication degree and content, the lack of responsibility of parents and teachers is mainly reflected in: first, some parents think that can not take care of children to receive system education, so, in early childhood education, some parents think that education is the responsibility of kindergarten and kindergarten teachers, parents to push the education task to teachers; second, some teachers have enough teaching experience, teaching slack phenomenon, and can not realize their main work and tasks, parents communication work from work.

## **5. Suggestions on Improving Home Communication Problems**

### **5.1. Strengthen the Communication Ability Training for Preschool Teachers**

Some parents do not understand the home communication, they do not systematically understand the parenting knowledge, so that they can not pay attention to the overall development of children in the home communication, and preschool teachers, as parenting experts, have a deeper understanding of parenting. Preschool teachers often deal with children, need to strengthen the training of preschool teachers to ensure that preschool teachers can have a full understanding of home communication. In home communication, skills can be used to guide parents to actively participate in home communication, so as to improve the closeness between parents and kindergarten teachers. With the cooperation of both sides, to create a better learning and living environment for children, and improve the effectiveness of children's teaching.

### **5.2. Parents Should Change the Traditional Parenting Concept**

Home communication can not play its due role, the reason is that the parents themselves did not establish the correct educational concept, so that they can not take the initiative to establish a good communication relationship in the home communication. Therefore, parents should change their views on early childhood education, pay attention to guiding children to form good habits, and pay attention to children's social growth. Parents should guide the modern education way, and the traditional ideas can foster strengths and circumvent weaknesses, and make up for the gaps. Under the thought of expecting children to become talented, pay attention to the full development of children, reduce the burden on children's shoulders, and give children more space for development.

### **5.3. Kindergartens Should Open Activities Conducive to Promoting the Communication Between Their Homes**

Kindergarten undertakes the responsibility of providing learning space for children, but also needs to understand the relationship between parents and kindergarten teachers, and make corresponding solutions to the problems existing in communication. Kindergartens can not be forced to communicate with kindergarten teachers, but they can use the activities arranged by the kindergarten site to guide kindergarten leaders and kindergarten teachers to participate, enhance the relationship between the two sides in the activities, and ensure that each other realize the importance of home communication. Many children are the only child, parents are very concerned about children, due to the energy, it can not often pay attention to children's life. Therefore, under the case of parents and kindergarten teachers reaching a consensus, the kindergarten allows parents to participate in parent-child activities in the kindergarten in batches, and hold offline "hand in hand activities" irregularly, so that kindergarten teachers and parents can have close contact with them. Although "home communication" is not teaching, it plays a key role in the healthy growth of children. The education of early childhood is not done independently by kindergarten and family, but the cooperation between the two to play the maximum effect.

### **5.4. Improve the Sense of Responsibility of Parents and Preschool Teachers**

The formation of children's behavior habits should cooperate with kindergarten education and parents. Home communication As the link between parents and preschool teachers, it can help both sides fully understand children's situation and create conditions for cultivating good habits and environment. Therefore, in the home communication to improve the responsibility consciousness of parents and kindergarten teachers. As experts in parenting, preschool teachers should take home communication as a part of their work. At the same time, preschool teachers should communicate with parents equally, treat parents as partners, and ask parents



about children's family life and learning status with an open mind, so as to enhance the enthusiasm of parents for communication. For parents, for the insufficient knowledge of parenting knowledge, also can not turn a deaf ear, to shoulder the responsibility of family education. Parents in the role of early childhood education activities is also very important, preschool teacher can only affect children in the kindergarten, and outside the kindergarten time needs parents to play the role of education, requires parents to keep in touch with preschool teachers, combined with the preschool teacher opinions on family education, ensure that children thrive.

To sum up, children's education work needs the kindergarten to provide communication places, and organize the parents and teachers who participate in early childhood education to jointly undertake children's education work, so as to ensure that children can grow up healthily in the environment of home co-education.

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