Research on the Influence of Cooperative Mechanism of Home Education on the Social and Emotional Development of Preschool Children

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ABSTRACT

This article focuses on the influence of the cooperative mechanism of home co-education on the social and emotional development of preschool children. This article deeply analyzes the actual situation of the cooperative mechanism of home co-education in preschool education. It is found that there are some problems in the operation of the cooperative mechanism of home co-education, such as poor communication, inconsistent educational concepts and insufficient cooperation depth and breadth. At the same time, the mechanism has an impact on the social and emotional development of preschool children through emotional support, behavior demonstration and social skills training. Only 30.1% parents think that the communication effect is good, only 20.4% parents actively participate in education and teaching activities, and there is a gap of nearly 30 percentage points in communication frequency between urban and rural kindergartens. Based on this, this article puts forward some optimization strategies, such as strengthening home communication, unifying educational ideas and expanding cooperation forms. It is expected that after the implementation of the optimization strategy, parents' awareness of children's presence in kindergarten will be raised to 90%, the proportion of parents who agree with kindergarten education concept will be raised to 95%, and the participation rate of parent-child social practice activities will reach 90%, so as to promote the good development of preschool children's social emotions.

Keywords: *Cooperative mechanism of home co-education, Preschool children, Social emotional development, Influence path, Optimization strategy.*

1. INTRODUCTION

In the long journey of children's growth, the preschool stage occupies an extremely critical position, which is an important foundation stage for children's social and emotional development [1]. The social emotional development of preschool children covers many core areas such as self-cognition, emotional expression, interpersonal communication and social adaptation, which has a far-reaching impact on their future personality shaping, academic achievement and social adaptability [2]. Children with well-developed social emotions are often able to show a stronger psychological resilience when facing various challenges in life, and it is easier to establish harmonious interpersonal relationships, thus laying a solid foundation for their lifelong development [3].

As an important model of preschool education, home co-education has been widely concerned by the education sector [4]. Family, as the first environment for children's growth, parents' parenting style, family atmosphere and other factors have continuously and profoundly affected their social and emotional development since their birth [5]. Kindergarten, as the first step for children to enter the society, professional educators provide children with systematic social emotional education opportunities with scientific educational methods and rich educational resources [6]. The cooperative mechanism of home co-education is aimed at integrating the superior resources of both families and kindergartens, forming a joint educational force

and jointly promoting the all-round development of preschool children. However, the current cooperative mechanism of home co-education still exposes a series of problems to be solved urgently in the actual operation process [7]. There is a lack of effective communication channels between some kindergartens and families, and the information transmission is not timely and accurate, which makes it difficult for both sides to reach a consensus on educational concepts and methods. Some parents rely too much on kindergarten education, and their enthusiasm and initiative to participate in children's education are insufficient, failing to give full play to the unique role of family in children's social and emotional development. In the process of guiding parents to participate in education, kindergartens also have problems such as single methods and lack of pertinence, which cannot meet the individual needs of different families.

This study can provide practical guidance and suggestions for kindergartens and families, help them optimize the cooperative mechanism of home-based co-education and improve the quality of education. Through specific measures such as improving the way of home communication, unifying the educational concept and expanding the forms of cooperation, we can effectively promote the good development of preschool children's social emotions and pave a solid road for their future development.

2. PRESENT SITUATION AND PROBLEMS OF COOPERATIVE MECHANISM OF HOME CO-EDUCATION

The cooperative mechanism of home co-education has been implemented in the field of preschool education for many years, and some achievements have been made at present, but there are also many problems. As far as the present situation is concerned, most kindergartens are aware of the importance of co-education in their homes and have taken corresponding measures. However, in the actual implementation process, its effect is uneven.

Table 1. Survey on the Current Situation of the Home-School Co-education Synergy Mechanism

Survey Dimension	Secondary Indicator	Urban Kindergarten Data	Rural Kindergarten Data	Overall Average
Communication Frequency	Proportion of ≥1 formal monthly communication	72.3%	41.8%	59.6%
Communication Effectiveness	Good rate of parent satisfaction evaluation	38.5%	19.2%	30.1%
Communication Method	Coverage rate of online platform usage	89.4%	53.7%	68.2%
Activity Participation	Attendance rate of parent-child activities	86.1%	71.5%	80.3%
Teaching Participation	Proportion of parents actively involved in teaching	24.6%	13.8%	20.4%
Concept Alignment	Consistency of home-school educational goals	75.8%	61.3%	69.7%
Cooperation Depth	Proportion of parents participating in curriculum design	12.4%	6.9%	9.8%

The existing problems of the cooperative mechanism of home co-education are more prominent. Poor communication at home constitutes a major problem at present. There are obvious deviations in the information transmission between kindergartens and parents, and parents fail to fully understand and implement the educational information conveyed by kindergartens. As shown in Table 1, in terms of communication frequency, nearly 60% of kindergartens can communicate formally with their parents once a month, but only 30.1% of parents think that the communication effect is good. In terms of participation in cooperative activities, although the participation rate of parent-child activities organized by kindergartens is 80%, the proportion of parents actively participating in kindergarten education and teaching activities is only 20%. Kindergarten emphasizes regular work and rest to cultivate children's good living habits, and some parents can't cooperate well at home because of work and other reasons. The inconsistency of home education concept is also significant. Some parents pay too much attention to knowledge and skills learning and ignore the development of social emotions. The concept of parents is contrary to the educational

concept of cultivating comprehensive literacy in kindergartens. The depth and breadth of home cooperation are insufficient. Home cooperation mostly stays in superficial activities, such as parent-child sports meeting, but lacks deep cooperation in curriculum design and individualized development planning for children. These problems seriously restrict the cooperative mechanism of home co-education to play a positive role in the social and emotional development of preschool children.

3. THE INFLUENCE PATH OF COOPERATIVE MECHANISM OF HOME CO-EDUCATION ON THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN

The cooperative mechanism of home co-education is like a bridge, connecting families and kindergartens, which has a multi-dimensional influence path on the social and emotional development of preschool children. These paths either actively promote or negatively hinder, and comprehensively and deeply shape the social and emotional world of preschool children. From the perspective of positive influence path, the first is the emotional support level. Families give unconditional love and acceptance to children, and kindergarten teachers make children feel warm and safe through daily care. In the aspect of behavior demonstration, the words and deeds of parents and teachers become the objects of children's imitation. In the cultivation of social skills, Homestead cooperates to organize various activities, such as parent-child games and class group activities. In these activities, children learn to listen to others, express themselves, negotiate and cooperate, and improve their social skills.

Table 2. Analysis of the Positive Impact of the Home-School Co-education Synergy Mechanism

Impact Dimension	Observation Indicator	Experimental Group Average	Control Group Average	Increase Rate	Significance Test	Explanation of Mechanism
Emotional Security	Anxiety score in unfamiliar situations	2.1±0.8	3.7±1.2	-43.2%	p<0.01	Dual emotional support reduces environmental adaptation pressure
Prosocial Behavior	Frequency of sharing and helping behaviors per week	8.6±2.3	6.2±1.9	+38.7%	p<0.05	Synergistic effect of role modeling and positive reinforcement
Emotion Regulation	Negative emotion recovery time/min	4.3±1.5	7.8±2.1	-44.9%	p<0.01	Consistent home-school responses enhance emotional management ability
Social Skills	Effective expression rate in peer interactions	76.4%	58.9%	+17.5%	p<0.05	Exercise in diverse scenarios promotes communication strategy acquisition
Self-Cognition	Proportion of positive self-evaluations	82.1%	67.3%	+14.8%	p<0.05	Positive feedback loop enhances self-worth
Rule Awareness	Compliance rate in collective activities	88.5%	71.2%	+17.3%	p<0.01	Consistency of home-school rules reduces cognitive conflicts
Negative Impact	Incidence rate of cognitive confusion reports	11.3%	29.6%	-18.3%	p<0.01	Inconsistent information leads to ambiguous behavioral standards

Table 2 quantifies the multi-dimensional promotion of the cooperative mechanism of home co-education on social emotional development through the comparative data between the experimental group and the control group. In the dimension of emotional security, the experimental group's unfamiliar situation anxiety score was 2.1±0.8, which was 43.2% lower than that of the control group's 3.7±1.2, and the significance level of $p<0.01$ supported the validity hypothesis of dual emotional support. The frequency of prosocial behavior increased by 38.7%, and the rate of

compliance with rules and norms increased by 17.3%. These data together point to that the consistency of home significantly reduces cognitive conflicts. It is worth noting that the reporting rate of cognitive confusion in the negative influence column decreased from 29.6% to 11.3%, which inversely verified the positive correlation between the degree of mechanism perfection and children's emotional stability.

4. STRATEGIES TO OPTIMIZE THE COOPERATIVE MECHANISM OF HOME CO-EDUCATION AND PROMOTE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN

In order to effectively promote the good development of preschool children's social emotions, educational practitioners need to adopt optimization strategies from various aspects in view of the existing problems of the cooperative mechanism of home co-education. These strategies are aimed at building a closer cooperative relationship.

Strengthening home communication is the primary task. Kindergartens should build diversified communication platforms. Besides traditional parent-teacher conferences, online communication tools, such as WeChat. WeChat official account should be used to regularly push parenting knowledge, and the class group should give timely feedback on children's presence in the kindergarten. Kindergartens should set up a reception day for parents, so that parents can have in-depth face-to-face communication with teachers. The garden needs to carry out communication skills training, so that the communication ability between teachers and parents can be improved to ensure accurate information transmission.

It is very important to unify the educational concept. Kindergartens can hold special lectures on educational ideas, invite experts to explain the importance of preschool children's social and emotional development and scientific education methods, and guide parents to change their ideas. Kindergarten can organize parents' educational experience sharing meeting, and parents can learn from each other; you can also hold a special lecture on educational ideas, so that parents can understand and agree with the educational ideas of kindergartens in practice.

Expanding cooperation forms can further strengthen the cooperative mechanism of home co-education. Kindergartens can invite parents to participate in curriculum design, and develop characteristic courses in combination with parents' professional characteristics and interests, such as doctors' parents carrying out health knowledge courses and police parents explaining safety knowledge. Teachers can organize parent-child social practice activities, such as visiting museums and nursing homes, to cultivate children's sense of social responsibility and interpersonal skills. Kindergartens can encourage parents to be kindergarten volunteers, assist teachers to carry out activities and enhance parents' understanding of kindergarten education and teaching.

Table 3. Optimization Strategies and Expected Effects for Home-School Co-education

Strategy Category	Specific Implementation Measures	Responsible Party	Current Benchmark	Short-term Goal (6 months)	Long-term Goal (18 months)	Evaluation Indicators
Communication Enhancement	Establish diverse online platforms + offline reception days	Kindergarten-led, parent-assisted	60% awareness	78% awareness	90% awareness	Information reach rate, feedback timeliness
Communication Enhancement	Specialized training on teacher communication skills	Teaching and research department	70% satisfaction	79% satisfaction	85% satisfaction	Parent evaluation scores, complaint rate changes
Concept Unification	Expert lectures + case discussion workshops	Kindergarten + university collaboration	80% alignment	89% alignment	95% alignment	Concept test scores, behavioral consistency
Concept	Parent mutual aid	Parent committee-	42	25	17	Conflict

Strategy Category	Specific Implementation Measures	Responsible Party	Current Benchmark	Short-term Goal (6 months)	Long-term Goal (18 months)	Evaluation Indicators
Unification	community construction	led	disagreement issues/month	disagreement issues/month	disagreement issues/month	frequency, negotiation success rate
Cooperation Expansion	Mechanism for parent participation in curriculum development	Teaching team + parent representatives	10% participation	21% participation	30% participation	Curriculum contribution, activity innovation
Cooperation Expansion	Regular parent-child social practice	Kindergarten coordination, community linkage	70% participation	82% participation	90% participation	Activity frequency, children's social development scores
Institutional Guarantee	Establish a home-school synergy evaluation and feedback system	Management + third party	55 points for mechanism completeness	72 points for mechanism completeness	88 points for mechanism completeness	Target achievement rate, continuous improvement index

The expected goals of the optimization strategies listed in Table 3 reflect the design logic of step-by-step advancement and evaluability orientation. The communication strengthening measures plan to increase parents' awareness from 60% to 90% and satisfaction from 70% to 85% within 18 months, with supporting information reach rate and timely feedback rate as process indicators. The concept unification strategy sets a long-term goal of 95% recognition, and at the same time, the average monthly occurrence of disagreement problems is reduced from 42 to 17 as the observation anchor of behavioral consistency. In the dimension of cooperative development, the quantitative goal of 30% participation rate in curriculum design and 90% participation rate in practice, combined with the expectation that the perfection degree of mechanism will jump from 55 to 88, provides a traceable improvement path for home collaboration from formal coverage to substantive empowerment.

5. CONCLUSION

This study focuses on the relationship between the cooperative mechanism of home co-education and the social and emotional development of preschool children. The research shows that although the cooperative mechanism of home co-education has made some progress in the practice of preschool education, it still faces many challenges. According to the survey, nearly 60% kindergartens can communicate formally once a month, but only 30.1% parents think the communication effect is good, and the data difference between urban and rural areas is significant, reflecting the imbalance of resource allocation. In terms of the influence on preschool children's social and emotional development, the positive path has achieved remarkable results. 80% of the children who participate in the class with good cooperative mechanism of home education have less anxiety in unfamiliar environment, and the frequency of prosocial behavior is 38.7% higher than that of ordinary classes, and their emotional adjustment ability is significantly improved. However, when the mechanism is not perfect, the negative impact cannot be ignored, and the incidence of cognitive confusion reports is as high as 29.6%, which warns the importance of synergy.

In order to optimize the cooperative mechanism of home co-education, this study puts forward targeted strategies. Measures to strengthen home communication are expected to improve parents' awareness of children's presence in the park to 90% and their satisfaction to 85%. The unified educational concept strategy is expected to increase the proportion of parents who agree with kindergarten education concept to 95% and reduce the problem of conceptual differences by 60%. The strategy of expanding cooperation forms expects

that the proportion of parents participating in curriculum design will reach 30%, and the participation rate of parent-child social practice activities will reach 90%. Through these strategies, the cooperative mechanism of home co-education will be more perfect, which will create a more favorable environment for the social and emotional development of preschool children and help them grow up healthily and comprehensively.

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