

Research on the Cultivation Strategies of Learning Habits for Senior Kindergarten Children from the Perspective of Kindergarten-Primary School Transition

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Abstract

The importance of cultivating good learning habits for senior kindergarten children under the background of kindergarten-primary transition has become increasingly prominent. Cultivating good learning habits at this stage is not only a requirement for implementing relevant educational documents, but also an inevitable choice to comply with the laws of children's development. Using interviews and observations, the researcher investigated the existing problems in cultivating learning habits of senior kindergarten children. In kindergartens, the main problems include: teachers' one-sided understanding of learning habits and incomplete cultivation content; insufficient depth in cultivation and guidance; and lack of a scientific evaluation system for learning habits. In families, parents lack both the ability to cultivate learning habits and the sense of educational subjectivity. Accordingly, the researcher put forward strategies for cultivating learning habits of senior kindergarten children from the perspective of kindergarten-primary transition. For kindergartens, three measures should be taken: strengthening teachers' professional quality and improving the habit cultivation system; deepening habit cultivation and implementing differentiated guidance; and improving the evaluation system and standardizing its implementation. For families, it is necessary to enhance parents' sense of educational subjectivity and improve their ability to cultivate learning habits scientifically. By understanding the current situation and proposing scientific and feasible strategies for existing problems, this study aims to provide references for kindergartens and families in cultivating children's learning habits.

Keywords

Learning habits; kindergarten-primary transition; senior kindergarten children; cultivation strategies.

1. Introduction

The *Guiding Opinions of the Ministry of Education on Vigorously Promoting the Scientific Connection between Kindergartens and Primary Schools* states that efforts should be made to comprehensively promote school readiness and school adaptation education in kindergartens and primary schools, reduce the steepness of the transition, and help children successfully complete the transition from kindergarten to primary school[1]. This requirement clarifies the core direction of kindergarten-primary transition, namely adhering to the concept of scientific connection and focusing on the cultivation of children's abilities and learning qualities. Good learning habits serve as key support for children to achieve a smooth transition and improve their adaptation quality.

2. The Necessity of Cultivating Good Learning Habits in Young Children under the Background of Kindergarten-Primary Transition

The kindergarten-primary transition is a critical period for children moving from kindergarten to primary school. The core task of this stage is not only the preliminary connection of knowledge, but also an all-round transition of learning habits, behavioral norms and psychological states. As the foundation of children's lifelong learning and development, the cultivation of learning habits under the background of kindergarten-primary transition is of irreplaceable significance, which directly affects whether children can successfully adapt to primary school life and achieve long-term development. Firstly, cultivating children's learning habits is the core requirement for implementing the educational concept of kindergarten-primary transition. Both the *Kindergarten Education Guidelines (for Trial Implementation)* (hereinafter referred to as the *Guidelines*)[2] and the *Guidelines for the Learning and Development of Children Aged 3-6* (hereinafter referred to as the *3-6 Guidelines*)[3] clearly propose that kindergartens should do a good job in kindergarten-primary transition, cultivate good learning and living habits, and prepare children for primary school. The core of kindergarten-primary transition is not "advanced education", but the connection of abilities, among which the connection of learning habits is the top priority. Ignoring the cultivation of learning habits and simply pursuing knowledge instillation not only violates the laws of children's physical and mental development, but also leads to a formalistic transition, failing to truly realize a smooth shift from kindergarten to primary school and harming children's long-term development. Secondly, good learning habits are the cornerstone of children's lifelong learning ability. The senior kindergarten stage is a critical period for the formation of children's learning habits, during which children are in a key phase of behavioral development and rule awareness establishment. Habits such as attentive listening, careful reading, standard pre-writing, and orderly organization of learning materials can not only help them quickly adapt to the learning rhythm of primary school, but also lay a solid foundation for subsequent academic development and self-management. Stable and positive learning habits will internalize into steady learning qualities, enabling children to maintain sustainable learning motivation and independent inquiry ability in future learning, and promoting the continuous improvement of their comprehensive literacy. Finally, good learning habits can promote children's physical and mental health. During the kindergarten-primary transition, cultivating learning habits helps children gradually adapt to the learning rhythm of primary school, reduce anxiety and discomfort caused by environmental changes, and enhance their adaptability and self-confidence. Meanwhile, good learning habits help children establish clear task awareness and rule awareness, learn to arrange time reasonably, manage their own behaviors independently, and develop self-discipline and responsibility. This plays an important positive role in children's mental health and personality development, allowing them to maintain a positive and optimistic attitude during the transition and smoothly start their primary school life.

3. Existing Problems in Cultivating Learning Habits of Senior Kindergarten Children

Based on the *Standards for Habit Development of Senior Kindergarten Children* compiled by Professor Hou Juanzhen for scientific kindergarten-primary transition[4], combined with the requirements for learning habits in the *Guidelines** and the *3-6 Guidelines*, this study divides learning habits into four dimensions: listening habits, reading habits, pre-writing habits, and learning materials organization habits. Through observation, it is found that most children fail to develop habits such as active reading, recording learning tasks, and organizing learning supplies. On this basis, this study randomly selected 20 senior kindergarten teachers and 10

parents from Kindergarten A for in-depth interviews. Interview data were coded by the first letter of the teachers' and parents' surnames, such as Teacher H, Parent L, etc. If the first letters were the same, numerical codes were added, such as Teacher H1, Teacher H2, etc. After sorting out and analyzing the interview data, this study summarizes the main problems in cultivating learning habits of senior kindergarten children as follows:

3.1. From the Perspective of Kindergartens

3.1.1. Teachers have a one-sided understanding of learning habits, and the cultivation content is incomplete Teachers have a narrow understanding of senior kindergarten children's learning habits.

The cultivation content is mostly limited to behaviors such as writing one's name, listening carefully, and reading picture books, with obvious deficiencies in understanding the complete dimensions including listening, reading, pre-writing, and learning materials organization, lacking a systematic and holistic cultivation approach. According to the interview, Teacher L1 clearly stated: "In class, we mainly remind children to listen attentively, ask them to write their own names, and learn to read picture books. These are basically the main points we focus on for learning habits." Teacher W mentioned that learning habits include four aspects: "listening, speaking, reading, and writing", explaining that "'listening' means listening carefully in class; 'speaking' means learning to express oneself, such as introducing oneself clearly and sharing favorite things; 'reading' means learning to read picture books, including understanding the structure, table of contents, and page numbers; 'writing' means being able to write one's own name." In short, teachers mainly referred to listening, expression, pre-writing and pre-reading, while the organization of learning supplies was neglected, indicating that teachers lack a comprehensive understanding of children's learning habits and have limited cognition.

3.1.2. Teachers lack depth in cultivating and guiding learning habits

When cultivating children's learning habits, teachers mostly focus on external behavioral performance while ignoring the cultivation of internal learning qualities. Teacher G mentioned in the interview: "I usually judge children's learning habits based on their performance in activities, such as whether they can turn picture books in order under the teacher's guidance, whether they follow the required sitting and pen-holding postures during pre-writing, and whether they can concentrate and interact with the teacher while listening." Teachers did not mention the in-depth requirements of each dimension, such as "initiative and persistence in reading" and "awareness of recording learning tasks in pre-writing". This shows that teachers pay insufficient attention to internal qualities such as task awareness, initiative and persistence, leading to a lack of depth in habit cultivation. Meanwhile, teachers mostly adopt unified methods such as collective reminders and verbal requests, failing to provide differentiated guidance according to individual differences. This results in weak pertinence and hierarchy, affecting the effectiveness of cultivation.

3.1.3. Kindergartens lack a scientific evaluation system for learning habits

Teachers mainly rely on daily educational experience for subjective evaluation when judging children's learning habits, lacking standardized observation records and evaluation indicators. Teacher Z stated: "I mainly observe children in daily activities, games and life, and judge their learning habits based on experience. Sometimes I also refer to parents' feedback. I do not keep special observation records, but I give a summary evaluation for each child at the end of the semester." Such an evaluation method is highly subjective, lacking unified and standardized indicators and a scientific observation system, making it difficult to comprehensively and accurately reflect the real development level of children's learning habits and reducing the objectivity and scientificity of evaluation results.

3.2. From the Perspective of Families

3.2.1. Parents lack the ability to cultivate learning habits

Although parents realize the importance of learning habits for children's primary school adaptation and future study, they face many difficulties in practice. Parent Z said: "At home, I check whether his writing habits are correct and point out problems if found. Actually, I mainly rely on teachers because I am busy. When I have time, I urge him to read more, but I do not know how to cultivate other habits." Research also shows that parents' incomplete or one-sided understanding of habit education in kindergarten-primary transition leads to various problems in children[5] Many parents lack comprehensive knowledge and systematic scientific methods, mostly staying at the level of simple reminders and relying heavily on kindergartens and teachers, so the guiding role of families is not fully exerted.

3.2.2. Parents lack a sense of educational subjectivity

As the first teachers of children, parents play an irreplaceable role in habit cultivation. However, many parents believe that once children are sent to kindergarten, their learning habits mainly depend on teachers. Parent Q said: "I think teachers are more professional in this regard. As parents, we mainly follow teachers' advice. If I find bad habits, I will feedback to teachers and ask them to supervise." Good habits require joint efforts from parents and teachers. Such cognition weakens parents' educational subjectivity, hinders the construction of an efficient kindergarten-family cooperation model, and reduces the overall effect of learning habit cultivation.

4. Strategies for Cultivating Learning Habits of Senior Kindergarten Children from the Perspective of Kindergarten-Primary Transition

4.1. From the Perspective of Kindergartens

4.1.1. Strengthen teachers' professional competence and improve the habit cultivation system

As core implementers, teachers should establish a concept of lifelong learning, take the initiative to improve professional quality, and fully master knowledge and skills related to learning habit cultivation. For example, they should actively participate in seminars and training courses on children's learning habits, learn from excellent experience and practical cases, and discuss key and difficult issues. They should also keep up with cutting-edge concepts and research results in early childhood education, integrate theory with practice, constantly reflect and optimize methods, and provide professional support for the formation of good learning habits. Meanwhile, kindergartens should incorporate learning habit cultivation into teachers' professional development according to the *3-6 Guidelines* and *Guidelines for School Readiness Education in Kindergartens*. Through special training and experience sharing, teachers can fully understand the connotation and structure of learning habits and correct the narrow cognition of only focusing on external behaviors. Teachers should systematically grasp the development requirements of listening, reading, pre-writing and learning materials organization, integrate habit cultivation into daily life and various activities, and form a clear, comprehensive and progressive cultivation system to ensure balanced development of all dimensions.

4.1.2. Deepen habit cultivation and implement differentiated guidance

Teachers should shift from focusing on external behaviors to valuing internal learning qualities. In all links of kindergarten daily life, they should consciously create challenging and supportive situations, stimulate children's internal learning motivation and independent inquiry desire through material provision, environmental design and interactive guidance. Specifically, teachers should focus on cultivating children's initiative, persistence, concentration and task

awareness. Furthermore, teachers should replace single collective reminders with refined differentiated guidance, fully respecting individual differences in cognitive styles and interests. According to children's different development levels in listening comprehension, early reading, pre-writing expression and materials organization, teachers should formulate differentiated educational objectives and strategies through observation and evaluation. This targeted guidance can improve the effectiveness of educational intervention, ensure that each child achieves optimal development on the original basis, and lay a solid foundation for lifelong learning.

4.1.3. Improve the evaluation system and standardize evaluation implementation

Teachers need to change their roles from "judges" to "recorders" and systematically use scientific evaluation tools such as observation sheets, work analysis and case tracking. Through continuous and detailed observation in daily life, they can objectively record changes in children's specific learning habit behaviors, which serve as a basis for feedback to parents to form educational synergy. Meanwhile, kindergartens should establish an observable, operable and developmentally appropriate evaluation index system for children's learning habits in accordance with the core requirements of "focusing on children's development process and valuing learning quality evaluation" in the Kindergarten *Care and Education Quality Assessment Guidelines*[6]. In practice, the child development recording system centered on process observation should be further improved.

4.2. From the Perspective of Families

4.2.1. Enhance the sense of educational subjectivity

During the kindergarten-primary transition, enhancing parents' sense of educational subjectivity is a key prerequisite for cultivating good learning habits. Parents should effectively change the one-sided cognition that "education depends entirely on kindergartens", clarify the fundamental role of families in habit formation, and provide targeted and regular guidance based on children's physical and mental development characteristics. In daily life, they should actively practice scientific parenting concepts, adhere to positive encouragement and patient companionship, participate in kindergarten-family cooperation activities, maintain consistent concepts, requirements and actions with teachers, and support children to form good learning qualities and complete a smooth transition.

4.2.2. Improve the ability to cultivate learning habits scientifically

During this critical transition period, parents' ability to cultivate learning habits scientifically is an important support for children's successful adaptation to primary school and long-term development. Parents should take full advantage of diversified channels built by kindergartens, such as parent meetings, kindergarten-family bulletin boards, online communication groups and parent-child education lectures, to take the initiative to learn the core content and scientific methods of learning habit cultivation for senior kindergarten children, and clarify the fundamental role of good habits in lifelong learning and self-management. Meanwhile, parents should actively apply practical family methods provided by kindergartens, integrate the cultivation of listening, reading, pre-writing preparation and materials organization into daily routines and parent-child interactions, reflect and summarize in long-term practice, gradually improve their educational literacy and scientific parenting ability, communicate with teachers actively, form kindergarten-family synergy, and strongly support the formation of good learning habits.

5. Conclusion

This study, from the perspective of the transition from kindergarten to primary school, systematically elaborates on the necessity, existing problems, and improvement strategies for

cultivating learning habits in senior kindergarten children. Good learning habits are an important foundation for children to achieve a smooth transition to primary school and support lifelong development. The research shows that there are obvious shortcomings in the current cultivation of learning habits among senior kindergarten children: at the kindergarten level, teachers have a limited understanding of learning habits, insufficient depth of guidance, and a lack of a scientific and standardized evaluation system; at the family level, parents have insufficient cultivation ability, weak awareness of their role in education, and over-reliance on kindergartens. To effectively address these issues and help children successfully navigate this key transitional period, the study proposes a collaborative cultivation approach between home and kindergarten: kindergartens should enhance teachers' professional competence, implement tiered guidance, and improve the evaluation mechanism; parents need to strengthen their awareness as primary educators, improve scientific parenting abilities, and form a joint effort through home-kindergarten co-education to help children smoothly adapt to primary school life.

6. Fund Project

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