Proceedings of the International Conference on Global Politics and Socio-Humanities
DOI: 10.54254/2753-7048/25/20230668

Influencing Factors and Improving Strategies of Preschool Children's Learning Quality

Xuan Xuan[1,a,*]

[1]*Preschool Education, Shanghai Normal University Tianhua College, Shanghai, 200000, China*
a. 3052591634@qq.com
**corresponding author*

Abstract: Preschool children's learning quality refers to the psychological characteristics that preschool children show in their learning activities and have an important impact on their present and future learning. In China, the cultivation of preschool children's learning qualities still faces many problems. The tendency of preschool children's education to become elementary school is very serious; the simple pursuit of knowledge and skills ignores the cultivation of preschool children's learning quality, which is still prevalent in our country. In the past ten years, researchers have often conducted in-depth kindergarten teaching through field investigations, questionnaire surveys, and other methods. Through their accumulated experience, China's kindergartens have paid more and more attention to the cultivation of children's learning quality. In this paper, this paper will discuss the value, influencing factors, and strategies for improving children's learning quality. Through a literature search, this paper found that improving preschool children's learning quality can help children enhance their confidence, prepare for school, and achieve higher learning achievements. Children's learning quality is influenced by such factors as children's activity participation, problem behavior, and physical and mental development, as well as external conditions such as family environment and kindergarten atmosphere. Therefore, this paper believe that children's learning quality can be improved through enhancing children's participation in activities, improving problem behaviors, optimizing parents' parenting styles, and improving teachers' educational methods.

Keywords: preschool children, learning quality, influencing factors, promotion strategy

1. Introduction

Compared with other areas of children's school readiness, including cognitive, verbal, physical, emotional, and social development, "quality of learning" is one of the least understood, least studied, and perhaps most important [1]. Early education practitioners, researchers and policy makers all believe that learning quality is a key factor affecting children's self-learning and school readiness, and has a certain impact on children's future academic and social achievement [2]. In the case that the quality of learning has received extensive attention in the field of preschool education abroad, China has absorbed and learned from the new results of research and practice on the quality of learning and reached a consensus on the importance of the quality of learning in children's learning and development. In 2012, the Ministry of Education issued the "3-6 years old children's Learning and Development Guide" clearly stated that "attention should be paid to the learning quality of

© 2023 The Authors. This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (https://creativecommons.org/licenses/by/4.0/).

DOI: 10.54254/2753-7048/25/20230668

preschool children", "the development level of learning quality determines the quality of preschool children's learning and development now and in the future, and has an irreplaceable and important role in children's learning and development." The promulgate of the "Guide" changes the focus of preschool education from "what children learn" to "how to learn", and more preschool educators will cultivate children's learning quality as the key to carry out preschool education related activities. This paper will discuss the value, influencing factors and strategies of improving children's learning quality. Learning quality is crucial to school readiness and is one of the important factors in predicting children's academic performance. Children with high learning quality tendency are more likely to achieve better academic performance. Therefore, in-depth analysis of the importance of improving children's learning quality, research on influencing factors, and formulation of effective improvement strategies have significant practical value for children's future learning experiences.

2. The Value of Improving Preschool Children's Learning Quality

2.1. Help Preschool Children Prepare for School

Luo Yuanyuan pointed out in her study that group teaching, as a unique feature of Chinese kindergartens, can stimulate the development of preschool children's learning goal level in the cognitive field, but it may adversely affect the development of preschool children's learning qualities such as curiosity and interest, imagination and creativity. However, child-led activities and high-level teacher support can effectively promote the development of preschool children's learning goal level and learning quality [3]. Similarly, other studies have also shown that preschool children who perform better in learning quality generally have stronger emotional control and interpersonal skills, and thus are more successful in peer relationships, while having fewer problem behaviors [4]. Preschool children with better learning qualities often have stronger independent thinking abilities, are more active in school, and are good at showing themselves, so they are recognized by teachers and classmates, who then stimulate them to be more proactive, forming a virtuous cycle. It can be seen that improving preschool children's learning quality plays an important role in their learning and interpersonal communication, and is of great significance for preschool children's smooth enrollment.

2.2. Help Preschool Children Achieve Higher Academic Achievement

3-6 years old preschool children are in a special period of growth; nature makes them full of vitality, active, pure, and romantic. They are willing to constantly ask questions, bravely explore and actively practice. However, some preschool children may not develop good learning quality due to internal and external factors, which may affect their future learning and growth. Studies have shown that learning quality is crucial to school readiness, and preschool children with excellent learning quality are more likely to achieve better academic performance [5]. Optimizing the learning quality of preschool children can stimulate them to have a more positive attitude towards learning, maintain a keen interest, participate more spontaneously in learning activities, show more autonomy and focus in learning, and have stronger persistence. In this way, preschool children learn more efficiently, have richer knowledge reserves, have stronger self-confidence, and are more likely to achieve outstanding academic achievements [6].

2.3. Help to Enhance Preschool Children's Self-confidence

Optimization of learning quality can make preschool children more active in kindergarten activities, full of curiosity about the surroundings, bold attempts to explore, and gain new knowledge and fun. In short, improving the quality of learning can increase preschool children's sense of achievement, satisfy curiosity and thirst for knowledge, strengthen self-confidence and enhance enthusiasm. In

DOI: 10.54254/2753-7048/25/20230668

addition, stronger self-confidence encourages preschool children to participate more actively in kindergarten education activities and enjoy the fun of exploration and creation [7].

3. Influencing Factors of Preschool Children's Learning Quality

The influencing factors of children's learning quality can be divided into internal subject and external environmental factors. The main factors are internal causes, the decisive factor of the quality of children's learning quality, and environmental factors are external causes. Only by combining the two can we maximize the quality of children's learning [8].

3.1. Self Factor

3.1.1. Activity Participation

preschool children's participation in activities, that is, the degree of participation in activities, includes breadth and depth, reflects preschool children's interest and true integration, and has an important impact on preschool children's learning quality [9]. High activity participation means that preschool children are actively involved, thoughtful, brave to think and practice, and promote higher learning quality. On the contrary, low participation is manifested by preschool children's absent-minded, cold attitude, few words, less interaction with peers, and dare not try when encountering difficulties, which is unfavorable to higher learning quality. Activity participation is one of the important factors affecting preschool children's learning quality. Only when preschool children are fully involved in activities can they feel the fun of activities, concentrate their attention and concentrate on learning, thus improving their learning quality [10].

3.1.2. Problem Behavior

Preschool children's problem behavior is also one of the important factors that affect the learning quality. Problem behavior refers to the behavior that interferes with normal learning or affects the learning effect in the learning environment, which can be divided into externalizing problem behavior (such as aggression and discipline violation) and internalizing problem behavior (such as anxiety and withdrawal). The externalization of problem behavior can predict the decline of learning attitude, while the internalization of problem behavior may cause preschool children to be afraid to try and explore, which affects the learning quality. To sum up, all kinds of problem behaviors are not conducive to the improvement of preschool children's learning quality [11]. In the process of cultivating preschool children's learning quality, it is the key to help preschool children correct problem behaviors in a targeted way, so as to effectively improve their learning quality level.

3.1.3. Physical and Mental Development Status

Preschool children's physical and mental development is closely related to learning quality, and preschool children with healthy physical and mental health are more likely to maintain curiosity, concentration, and autonomy and are more willing to boldly explore and learn. However, preschool children with poor development or health problems may experience more difficulties in learning, which distracts their energy and is not conducive to acquisition [12]. Research has also shown that age is one of the factors that affect quality of learning, with the preschool children developing social-emotional skills more quickly and performing better than older preschool children in school readiness, including quality of learning. Therefore, the physical and mental health of preschool children and the status of their age in the background are one of the important factors affecting the improvement of learning quality.

DOI: 10.54254/2753-7048/25/20230668

3.2. Environmental Factors

3.2.1. Family Environment

The family environment, especially the parenting style, education level and ideology of parents, has a great impact on the learning quality of preschool children. As the primary educators of preschool children, parents' attitudes, behaviors and habits profoundly shape preschool children's learning quality. Research shows that an authoritative parenting style is associated with high self-esteem, self-control, and academic achievement, while an authoritarian, neglectful, and indulgent parenting style is detrimental to good learning. Parents' education level also significantly affects preschool children's learning quality. Parents with higher education pay more attention to learning quality, thereby improving preschool children's acquisition level, while parents with lower education level pay less attention. In addition, family economic status also affects preschool children's learning quality, and preschool children from high socioeconomic status families perform better in "initiative", "imagination and creativity", "curiosity", "concentration" and "goal awareness". To sum up, family environment plays a crucial role in shaping and improving preschool children's learning quality [13].

3.2.2. Kindergarten Atmosphere

The atmosphere of kindergarten, especially the teaching style of teachers, is the key influencing factor of preschool children's learning quality. Teachers' teaching style refers to their behavior patterns in teaching, including interaction with students, demand processing, management and reward use. Research shows that teachers' attitude and style can affect preschool children's cognitive, emotional and self-evaluation development, and then affect their learning quality. Teachers who are taught in a democratic way help to develop preschool children's learning qualities such as active learning, cooperation, deliberation and active reflection. On the contrary, the dictatorial mode of education can easily lead to poor learning qualities such as avoidance, passivity and inattention. To sum up, the atmosphere of kindergarten plays an important role in shaping and improving the learning quality of preschool children.

3.2.3. Regional Culture

Regional culture is also one of the factors affecting the quality of learning. In areas where education is valued and learning is respected, learning quality is paid more attention, so the level of learning quality of preschool children in this area is usually higher. On the contrary, in some areas with lagging concepts and low regard for education, preschool children's learning quality may be low and difficult to improve [14]. Behind this, the influence of regional culture on preschool children's learning quality is closely related to the ideas of preschool children's parents and people around them. Parents' ideas keep pace with the times, and are more likely to cultivate preschool children with higher learning quality; On the contrary, parents who hold the concept of "learning is useless" are more difficult to cultivate preschool children with strong learning quality.

4. Educational Strategies for Improving Preschool Children's Learning Quality

Preschool children's learning quality is the result of the comprehensive effect of internal and external factors. Based on the induction and analysis of their influencing factors, the following strategies to improve preschool children's learning quality are mainly discussed from four aspects: improving preschool children's participation in activities, improving preschool children's problem behaviors, optimizing parents' rearing methods and improving teachers' education methods.

DOI: 10.54254/2753-7048/25/20230668

4.1. Improve Preschool Children's Activity Participation

Preschool children learn mainly to get direct experience, and activities are the main way for them to get direct experience. Activity participation learning is very important for preschool children's accumulation of direct experience and improvement of learning quality. To improve preschool children's participation in activities, we must first create a relaxed and pleasant atmosphere to ensure that the theme of the activity is compatible with preschool children's interests and needs. A pleasant atmosphere reduces anxiety in preschool children, provides a safe environment, and encourages active participation. At the same time, interesting topics can attract preschool children and increase their enthusiasm. Secondly, it is necessary to affirm preschool children's participation behavior, praise it, and strengthen it promptly. This can motivate preschool children and increase the likelihood of repeated participation, thus promoting the quality of learning. Third, provide early opportunities for preschool children to participate in activities because preschool children learn quickly. Creating conditions for preschool children to participate as early as possible and let them experience the fun of activities early helps shape the foundation of good learning quality.

4.2. Improve Preschool Children's Problem Behaviors

Preschool children's problematic behaviors pose risks to the improvement of learning quality. Improving or eliminating problematic behaviors is crucial to improving the quality of learning. To this end, teachers and parents need to follow the following steps: First, accurately identify the problem behavior and judge its type, externalization or internalization. Secondly, develop practical countermeasures to deal with specific problem behaviors. When parents educate their preschool children, timely and sensitive response, reasonable suggestions, patient guidance, and understanding and acceptance in criticism can reduce problem behaviors and promote learning quality. Third, emphasize the use of reinforcement and use punishment sparingly. Educational psychology emphasizes that more reinforcement methods should be used in early childhood, because preschool children's mental development is immature, reinforcement is more in line with their physical and mental characteristics, and it is easier to correct problem behaviors. On the contrary, excessive punishment may weaken preschool children's self-confidence, reduce enthusiasm, and hinder the improvement of learning quality.

4.3. Optimize the Parenting Style

Parents are the earliest educators of preschool children and play an important role in their growth. Parents' education level, parenting style and resource support all have an impact on preschool children's learning quality. To improve preschool children's learning quality, first of all, parents need to pay attention to the cultivation of good learning quality, lead by example, and set a correct example for preschool children. Preschool children have a strong ability to imitate, and parents' words and deeds will profoundly affect preschool children's cognition and behavior. Correct demonstration helps to shape a good learning attitude, on the contrary, the lack of correct demonstration may affect the learning quality of preschool children. Secondly, parents should provide resources for preschool children according to the family's economic situation. Rich resources can expand preschool children's vision, increase their knowledge, and promote the development of spatial thinking. Abundant resources can also stimulate interest in learning and stimulate potential. Finally, parents should adopt authoritative parenting, avoid extreme neglect, indulgence or authoritarianism, and cultivate preschool children's independence and self-confidence, so as to guide good learning quality.

DOI: 10.54254/2753-7048/25/20230668

4.4. Improve Teacher Education Methods

Teachers' teaching style has an important influence on preschool children's learning quality. The following points should be paid attention to to improve teachers' education methods. First of all, teachers should realize that learning quality cannot be cultivated independently. Isolated special training, such as "attention training", "persistence training" and "creative training", is separated from the actual learning activities and violates the law of learning quality. The cultivation of learning quality should be integrated into kindergarten teaching activities in various fields, so the combination of the two can be meaningful. Secondly, teachers should establish a good teacher-child relationship according to the characteristics of each child. The teacher-child relationship enables preschool children to participate in learning activities more actively, follow instructions, and improve learning quality. Teachers should establish trust and close relationship with preschool children, create a sense of security for preschool children, and help preschool children focus on learning. Third, teachers should adopt democratic education methods to guide preschool children to form good learning habits and improve learning quality. Democratic education creates a relaxed atmosphere, enhances the fun of learning activities, stimulates the enthusiasm of preschool children, and promotes the improvement of learning quality.

5. Conclusion

The improvement of children's learning quality helps children be ready for school, helps children achieve higher academic achievement, and helps enhance children's self-confidence. Children's learning quality is influenced by such factors as children's activity participation, problem behavior, and physical and mental development, as well as external conditions such as family environment and kindergarten atmosphere. Therefore, this paper proposes that children's learning quality can be improved through enhancing children's activity participation, improving problem behaviors, optimizing parents' parenting styles, and improving teachers' educational methods. Due to the lack of qualitative research, the research strategies proposed in this paper may lack persuasiveness. In the later research, this paper will use the scale related to learning quality to carry out empirical research through quantitative research methods, verify the factors that affect children's learning quality mentioned in this paper, and propose more perfect strategies to improve learning quality.

References

[1] *Kagan, S.L, Moore E, et al. Reconsidering children's early development and learning: Toward common views and vocabulary. Report of the National Education Goals Panel, Goal 1 Technical Planning Group.Washington, DC: U.S. Government Printing Office,1995,278-289.*

[2] *Early Learning and Development Benchmarks. [S]. Washington State,2005,78-79.*

[3] *Tang Yanhua. Research on Strategies for Cultivating preschool children's Learning Quality in Play Activities [J]. National Standard Chinese Language Teaching and Research,2023(04):182-184.*

[4] *Zhong Dian, Qiu Conductor, Fan Haixia, et al. The influence of family socioeconomic status on preschool children's learning quality: the mediating role of parental media intervention [J]. Journal of Shaanxi Preschool Teachers College, 2019,39(03):7-15.*

[5] *CAI Jiajia, Wang Heping. Construction of teacher Guidance quality evaluation index based on the perspective of Preschool Learning Quality Improvement [J]. Journal of Shaanxi Preschool Teachers College,2022,38(05):89-96.*

[6] *Su Jing, LI Yifan. Research on the cultivation of preschool children's Learning Quality from the perspective of homestead collaboration [J]. China Education Journal,2022(05):80-85.*

[7] *Wang Wanchun. A review on the study of Chinese preschool children's Learning habits in recent ten years [J]. Educational Observation,202,11(12):121-124.*

[8] *Liu Guoyan, Ma Sisi, Zhan Wenqi et al. Influence of family and motor coordination ability on learning quality of preschool children [J]. Chinese Journal of Child Health, 2019,29(12):1286-1290.*

[9] *Ma Yaling, Du Wenying. Research on the Development Status of Learning Quality of 3-6 year old preschool children [J]. Journal of Longdong University, 2019,32(06):141-144.*

DOI: 10.54254/2753-7048/25/20230668

[10] *Luo Ying. Qualitative Research on the situation of preschool children's Learning family guidance -- A case study of X City [J]. Journal of Yancheng Normal University (Humanities and Social Sciences Edition), 21,41(06):108-117.*

[11] *Liu Qianqian, Zhao Sijie, Hong Xiumin. Measurement, characteristics and types of preschool children's Learning Quality: Based on the local revision of preschool children's Learning Behavior Scale [J]. Chinese Journal of Health Psychology, 2019,30(02):209-215.*

[12] *Li Jing. A study on the influence of parent Competence on preschool children's Learning Quality [J]. Journal of Beijing Institute of Education,2021,35(04):22-28.*

[13] *Yue Yaping, Ren Yaru. The influence of family support on the development of learning quality of 5 ~ 6 year old preschool children [J]. Preschool Education Research,2021(07):5-16.*

[14] *Hong Xiumin, Zhao Sijie, Liu Qianqian. Potential profile analysis of rural preschool children's learning quality and its multiple influencing factors [J]. Preschool Education Research,2021(07):29-40.*