

Research on Strategies for Mental Health Education in Preschool Children under the Model of Home-School-Community Co-education

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Abstract:

The mental health of preschool children is fundamental to their growth and development and has garnered attention from various sectors of society. This study integrates the family, kindergarten, and community through a home-school-community co-education model to promote the comprehensive development of preschool children's physical and mental well-being. This paper reviews effective strategies for implementing mental health education for preschool children within this co-education model, offering specific strategies and suggestions to provide educators with references to improve the quality and effectiveness of mental health education for young children.

Keywords:

Home-school-community Co-education Model, Preschool Children, Mental Health Education, Strategies

1. Introduction

With the rapid development of modern society, the growth environment for preschool children has become increasingly complex. The accelerating pace of life and increasing pressures in the work environment have significantly changed family structures and lifestyles. The phenomenon of dual-income families is becoming more common, reducing the time parents spend with their children, which directly impacts the quality of family education. Additionally, the accelerating urbanization process can lead to a weakening of community relationships, thereby compromising the social support system for children [1]. Moreover, the development and proliferation of information technology mean various media and electronic products are widely used in children's lives, having a complex impact on their psychological development. For example, prolonged use of electronic devices can lead to issues like reduced attention span and declining social skills [2,3]. These combined factors may result in psychological health problems for preschool children, affecting not only their

individual development but also having profound impacts on families, educational institutions, and society. Early childhood is a crucial period for personality development; if psychological issues are not addressed timely and effectively, they may affect the child's lifelong development [4]. Therefore, effective educational strategies to promote children's mental health have become an important topic in early childhood education today [5].

The home-school-community co-education model is a new educational concept emphasizing the collaborative efforts of family, kindergarten, and community to provide new ideas and methods for mental health education in preschool children. This model posits that the education of young children is not solely the responsibility of the family or the kindergarten but requires joint efforts from the family, kindergarten, and community to form a comprehensive, multi-level educational system [6]. This model's proposition stems from a reflection on traditional education models and a pursuit of comprehensive development for young children [7].

2. Overview and Characteristics of the Home-School-Community Co-education Model

2.1. Overview of the Home-School-Community Co-education Model

The collaboration between home, kindergarten, and community is a popular topic in the field of early childhood education. It breaks the limitations of traditional education and advocates for the integration and sharing of educational resources through close ties between family, kindergarten, and community to jointly promote the physical and mental health development of preschool children [9]. The core of this educational model lies in fostering cooperation among multiple parties to collectively support children's holistic development.

Traditional education models typically rely primarily on kindergartens as the main educational setting, whereas the home-school-community co-education model emphasizes the synergistic roles of family, kindergarten, and community [10]. As the first educational environment for children, the family's educational concepts and methods directly impact the psychological and behavioral development of children [8]. Kindergartens, as critical sites for systematic education, are responsible for providing scientific educational methods and diverse educational activities. Communities, as important environments for children's socialization, possess rich educational resources and social support systems that offer diverse learning and growth opportunities for children.

The "Regulations on Kindergarten Work" clearly emphasize that kindergartens should establish close communication and cooperation with families and communities. This includes providing parents with scientific parenting guidance to help create a conducive family education environment to better support children's growth. Simultaneously, kindergartens need to strengthen their ties with communities by promoting scientific parenting knowledge and offering public early education services to gain community support. This close collaboration among the three parties not only enhances the efficiency of educational resource utilization but also creates a more comprehensive and complete educational environment for children [11].

The collaboration among home, kindergarten, and community requires mutual cooperation and the formation of a powerful educational force. This model emphasizes the active participation and joint efforts of each party to maximize

educational outcomes. Through collective efforts, it is possible to pay more comprehensive attention to the individual development and mental health of children, promoting their comprehensive development in cognitive, emotional, and social adaptation aspects [10]. In summary, the home-school-community co-education model provides children with a more complete and diverse educational environment, conducive to their overall healthy development.

2.2. Characteristics of the Home-School-Community Co-education Model

The home-school-community co-education model is a comprehensive, in-depth, and equitable approach to early childhood education that aims to form an educational community promoting the comprehensive development of preschool children [9]. Through the close cooperation of family, kindergarten, and community, the model involves all parties in the growth process of children, thereby enhancing educational outcomes. This model emphasizes the equal status and active participation of all parties, sharing educational responsibilities to achieve the goal of comprehensive development for children.

In this model, family, kindergarten, and community jointly participate in the education of young children, forming a powerful educational force. Families provide emotional support and family education, kindergartens offer systematic knowledge transfer and psychological guidance, and communities provide rich social resources and practical activities [9]. The joint participation and mutual support of all parties not only enhance the overall effectiveness of education but also offer comprehensive growth support for children.

The home-school-community co-education model values the sharing and complementing of educational resources. Family, kindergarten, and community each possess rich educational resources, and collaborative education realizes the sharing and complementing of these resources. For example, families can offer personalized emotional care and daily education, kindergartens provide professional educational guidance and teaching resources, and communities offer diverse social practice opportunities and public facilities [8]. This approach to resource sharing and complementing offers children a broader growth space, enriching their learning and life experiences.

3. Necessity of Mental Health Education for Preschool Children under the Home-School-Community Co-education Model

3.1. Addressing the Complexity of Preschool Children's Psychological Problems

With modern society's development, preschool children's psychological issues are becoming increasingly complex. Changes in family structure, increasing educational pressures, and the diversification of media environments all impact children's mental health. In terms of family, the rising divorce rate, the increase in single-parent and reconstituted families in modern society make it difficult for children to receive stable emotional support and a sense of security at home [13]. Parents' busy work schedules reduce the time they spend with their children, leading to insufficient parent-child interaction and communication, causing emotional deprivation in children, making them prone to loneliness, anxiety, and other psychological problems.

In terms of education, the intensifying competition in education places significant academic pressure on preschool children. Some parents, eager for their children to

gain an advantage from the start, impose a heavy load of learning tasks and extracurricular training early on, neglecting the children's psychological endurance and interests. In such a high-pressure educational environment, children are prone to psychological issues such as school aversion, tension, and anxiety[12].

The diversified media environment is another significant factor affecting children's mental health. The widespread use of the internet and smart devices exposes children to a wide range of information sources. Some adverse information and violent content can negatively impact children's psychology. Prolonged use of electronic devices can also lead to vision deterioration, attention deficit, and reduced social skills in children [14].

The home-school-community co-education model, through the cooperation of family, kindergarten, and community, can more comprehensively and systematically address preschool children's psychological issues. The collaboration among these three parties allows for joint attention and resolution of children's psychological problems in different environments, forming a comprehensive support system[15]. Families can provide an emotionally supportive and safe environment through good parent-child relationships and positive educational methods. Kindergartens can timely identify and address children's psychological issues through scientific educational methods and professional psychological counseling. Communities can promote children's mental health development by offering diverse learning and social opportunities through rich social resources and activities [13].

3.2. The Need to Promote the Comprehensive Development of Preschool Children

Preschool children's mental health is the foundation of their overall development. Mentally healthy children exhibit more positive development in cognitive, emotional, and social interactions. The home-school-community co-education model emphasizes multi-party collaboration, which helps promote children's comprehensive development from multiple dimensions.

3.2.1. Cognitive Development

Mentally healthy children show a strong interest in learning and a spirit of exploration. They are proactive in the learning process, able to concentrate, and adept at thinking and solving problems. The home-school-community co-education model creates a conducive learning environment and atmosphere through the joint efforts of families, kindergartens, and communities [14]. Families foster a reading atmosphere, encouraging children to read more and think more, thus cultivating their interest in learning and good habits. Kindergartens use scientific teaching methods and rich educational activities to stimulate children's curiosity and thirst for knowledge, promoting cognitive development [15]. Communities provide a wealth of social resources and practical opportunities, such as museum visits and participation in science activities, to broaden children's knowledge and enhance their learning experiences [13].

3.2.2. Emotional Development

Mentally healthy children have stable emotions, are optimistic and positive, and can correctly express and regulate their emotions. The home-school-community co-education model provides emotional support and guidance through the collaboration of families, kindergartens, and communities [12]. Families help children learn to

express and regulate their emotions through good parent-child relationships and positive emotional communication. Kindergartens use mental health education and emotional counseling to help children identify and manage emotions, cultivating their emotional regulation abilities[14]. Communities organize various social activities and volunteer services to help children build good social relationships, fostering empathy and social responsibility[15].

3.2.3. Social Interaction

Mentally healthy children exhibit strong social skills and a spirit of cooperation. They can get along well with peers, actively participate in group activities, and demonstrate a strong sense of teamwork. The home-school-community co-education model provides rich social opportunities and support through the joint efforts of families, kindergartens, and communities[13]. Families encourage children to participate in family gatherings and social activities to help them establish and maintain good social relationships. Kindergartens organize various group activities and team cooperation projects to cultivate children's cooperative spirit and social skills. Communities provide various social venues and activities, such as children's clubs and community activity centers, offering children more social opportunities and platforms.

3.3. Effective Means to Enhance Educational Outcomes

A single educational entity often finds it difficult to fully address the mental health issues of preschool children. The home-school-community co-education model utilizes the resources of families, kindergartens, and communities to form a cohesive educational force, improving the effectiveness of mental health education.

Families, kindergartens, and communities each have rich educational resources and advantages. Through the sharing and complementing of these resources, they can provide more comprehensive and diversified educational support for children. Families, as the first educational environment for children, can offer emotional support and family education, helping children build a sense of security and confidence [14]. Kindergartens, as professional educational institutions, can provide systematic knowledge transfer and scientific educational methods, promoting the overall development of children. Communities, as important environments for children's socialization, can offer rich social resources and practical opportunities, enhancing children's social adaptability and overall quality.

The home-school-community co-education model forms a comprehensive and multi-level educational network through close cooperation among families, kindergartens, and communities. Families actively participate in children's educational activities, maintain close communication and cooperation with kindergartens and communities, understand children's growth and psychological needs in a timely manner, and provide targeted educational support [13]. Kindergartens collaborate with families and communities to develop scientific educational plans and programs based on children's individual characteristics and developmental needs, offering professional educational guidance and psychological counseling [14]. Communities provide rich social resources and activities, offering children diverse learning and social opportunities, helping them broaden their horizons and improve their overall quality [15].

Through the home-school-community co-education model, the educational resources and advantages of families, kindergartens, and communities are fully utilized, forming a cohesive educational force that enhances the effectiveness of mental health education. This multi-entity collaborative educational model not only comprehensively addresses and solves children's mental health issues but also provides more comprehensive and diversified educational support, promoting their overall physical and mental development.

4. Strategies for Preschool Mental Health Education under the Home-School-Community Co-Education Model

4.1. Establishing a Good Home-Kindergarten Communication Mechanism

Establishing a good communication mechanism between home and kindergarten is the primary strategy for mental health education under the home-school-community co-education model. Through effective communication, parents and kindergarten teachers can understand children's psychological dynamics in a timely manner and take corresponding educational measures [17].

4.1.1. Regular Communication and Feedback

Regular communication and feedback are key to ensuring smooth information flow between home and kindergarten. Kindergartens can maintain regular contact with parents through various means, such as parent-teacher meetings, home visits, phone calls, and emails. Parent-teacher meetings provide an important platform where teachers can report on children's performance in kindergarten, share educational concepts and methods, and address parents' concerns. Home visits allow teachers to gain an in-depth understanding of children's family environments and living habits, identifying potential psychological issues [16]. Additionally, through phone calls and emails, teachers can promptly feedback on children's daily performance and any sudden situations in kindergarten, ensuring timely information transmission.

4.1.2. Home-Kindergarten Cooperation Activities

Home-kindergarten cooperation activities are an important way to enhance parents' sense of participation and responsibility. Kindergartens can organize various forms of cooperation activities, such as parent-child sports events, parent workshops, and parent-child reading activities. These activities not only strengthen emotional communication between parents and children but also increase parents' understanding and support for kindergarten educational work and provide parents with opportunities to directly participate in children's education[18]. For example, parent-child sports events can improve children's physical fitness and enhance parent-child interaction and cooperation; parent workshops can teach parents scientific parenting knowledge and methods, improving the quality of family education.

4.2. Enriching Kindergarten Mental Health Education Activities

Kindergartens are important places for preschool mental health education. Through scientific curriculum design and professional counseling services, they can effectively promote children's mental health development.

4.2.1. Mental Health Curriculum

Establishing mental health education courses in kindergartens is an important means of cultivating children's psychological qualities. The curriculum can cover emotional management, interpersonal skills, stress coping, and other areas. Emotional management courses can teach children to recognize and express their emotions and learn methods to regulate them. Interpersonal skills courses can help children learn to get along well with peers and improve social skills. Stress coping courses can equip children with techniques to handle challenges and stress, enhancing their psychological resilience. Through systematic mental health courses, children can gradually form healthy psychological qualities, laying a foundation for their future development.

4.2.2. Psychological Counseling and Support

Employing full-time or part-time psychological counselors is crucial for providing necessary psychological consultation and counseling services to children in need. Psychological counselors can offer targeted psychological support through individual counseling and group sessions. Individual counseling can help children with specific psychological issues such as anxiety and fear, while group sessions can improve social skills and emotional regulation abilities through interaction and communication. Additionally, psychological counselors can regularly organize mental health lectures to disseminate psychological health knowledge to all children, enhancing their mental health awareness.

4.3. Utilizing Community Resources for Diverse Activities

The community, as an essential part of children's lives, has rich educational and social resources. Fully utilizing these resources can provide children with diverse activities and experiences, promoting their mental health development.

4.3.1. Integration of Community Educational Resources

Integrating community educational resources, such as libraries, cultural centers, and museums, offers children a variety of activities and experiences. Libraries can regularly hold children's reading clubs and story sessions to foster a love of reading and develop reading habits. Cultural centers can organize various cultural activities like art exhibitions and concerts to enrich children's cultural lives. Museums can inspire children's curiosity and desire for knowledge through visits and interactive activities. These activities can expand children's knowledge and enhance their social adaptability and cultural literacy.

4.3.2. Participation in Community Activities

Encouraging children and parents to participate in community activities such as volunteer services, cultural performances, and community festivals can enhance children's social adaptability and sense of responsibility. Volunteer activities can instill a sense of care and dedication in children, fostering social responsibility. Cultural performances can boost children's self-confidence and expressive abilities by showcasing their talents. Community festivals can provide children with a sense of warmth and unity, enhancing their sense of belonging and identity. By participating in community activities, children can develop a positive social attitude, improving their mental health.

4.4. Enhancing Parents' Educational Literacy

Parents are the first teachers of children, and their educational literacy directly affects children's growth and development. Enhancing parents' educational literacy is a crucial strategy for preschool mental health education under the home-school-community co-education model.

4.4.1. Parent Training

Regular parent training sessions covering topics like mental health knowledge, educational methods, and parent-child communication skills can help parents improve their educational literacy. Mental health knowledge training can educate parents about the characteristics and rules of children's psychological development and teach scientific parenting methods. Training on educational methods can guide parents on how to adopt effective educational strategies based on children's individual characteristics and developmental needs. Parent-child communication skills training can help parents improve their communication abilities with children, establishing a good parent-child relationship. Through systematic parent training, parents' educational literacy and abilities can be significantly improved, providing children with higher-quality family education.

4.4.2. Parent Mutual Support Groups

Establishing parent mutual support groups to promote experience sharing and mutual support among parents is an effective way to enhance parents' educational literacy. These groups can regularly organize forums and exchange meetings where parents can share parenting experiences and insights, learning from each other. Through this form, parents can gain more parenting knowledge and methods and receive support and assistance from other parents when encountering confusion and problems in education. Additionally, parent mutual support groups can jointly organize parent-child activities like outings and craft sessions to enhance parent-child interaction and communication, improving the quality of family education.

5. Conclusions

Preschool mental health education under the home-school-community co-education model holds significant importance. The collaborative efforts of families, kindergartens, and communities can effectively enhance children's mental health and promote their comprehensive development. In the future, educators should continue to explore and implement the home-school-community co-education model, innovate educational strategies, and continuously improve the quality and effectiveness of preschool mental health education.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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