

Research on the Cultivation of Good Behavioral Habits in Preschool Children Based on Family Collaboration

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Abstract: Preschool children are one of the most crucial periods in their life development. The formation of behavioral habits has a profound impact on their subsequent learning, living and social interaction abilities. As the first environment for children's growth, the family plays a crucial role in cultivating children's behavioral habits. In recent years, the significance of family education in the education of preschool children has gradually been recognized. Particularly, the collaborative education model between families and kindergartens has become an effective way to enhance the effectiveness of behavioral habit formation in preschool children. From the perspective of family collaboration, this article explores the key factors and methods for cultivating good behavioral habits in preschool children. By analyzing the interactive relationship between family education and kindergarten education, strategies for family collaborative education are proposed, aiming to provide theoretical support and practical guidance for the cultivation of behavioral habits of preschool children.

Keywords: Preschool children; Family collaboration; Formation of behavioral habits; Educational strategy

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1. Introduction

The preschool period is a crucial time for the initial formation of an individual's personality and behavioral habits. Good behavioral habits not only contribute to the physical and mental health development of children but also have a profound impact on their subsequent learning, social interaction and other aspects. Research shows that the formation of children's behavioral habits in the preschool stage is closely related to multiple factors such as family education, social environment and school education, especially family education plays an irreplaceable role in this process^[1]. In recent years, the concept of family education has gradually gained attention, especially in the field of children's education. Parents' behavioral patterns, educational attitudes, and educational methods have had a profound impact on children's behavioral habits. However, relying solely on family education to shape good behavioral habits in preschool children is often restricted by resources, time and ability^[2]. As an important place for children's socialization, kindergartens also play a crucial role in the formation of children's behavioral habits. Therefore, the synergy between family education and kindergarten education has gradually been proposed and has become a hot topic in the field of preschool education. The family collaborative education model can fully mobilize the strength of parents and teachers, form an educational synergy, and provide a favorable environment and atmosphere for the formation of children's behavioral habits. This article aims to explore the strategies

and approaches for cultivating good behavioral habits in preschool children based on family collaboration, analyze the ways and effects of cooperation between families and kindergartens, and put forward reasonable educational suggestions.

2. Theoretical Basis and Key Factors for the Cultivation of Good Behavioral Habits in Preschool Children

2.1. The definition and characteristics of behavioral habits of preschool children

Behavioral habits refer to the automated behavioral patterns of daily activities that an individual develops through repeated practice over a certain period of time^[3-5]. For preschool children, the formation of behavioral habits is not only a part of their physical development but also an important link in the gradual development of their self-management ability. The behavioral habits of preschool children involve all aspects of life, such as basic living norms like rest, diet and hygiene, as well as the cultivation of psychological behaviors like emotional expression, social skills and mood regulation. These behavioral habits are not only the behavioral norms for children's individual daily lives, but also the foundation for their social adaptation, personality development and emotional health.

The behavioral habits of preschool children have distinct phased characteristics, showing features such as dependence on others, strong imitative ability, and an easy tendency to form standardized behavioral patterns^[6-8]. Because the self-control ability and rational thinking of preschool children are not yet mature, their behavioral habits largely depend on the guidance and influence of the external environment. For instance, in the early stage, preschool children will establish their own behavioral norms by imitating the behaviors of their parents and adults around them. And as these behaviors gradually solidify, they will form fixed behavioral patterns. As children grow older, they gradually develop certain self-management abilities, but this process is still achieved through the guidance and demonstration of the external environment^[9].

2.2. The main factors influencing the formation of behavioral habits in preschool children

The formation of behavioral habits in preschool children is influenced by multiple factors, among which family education is regarded as one of the most important ones. The family is the first classroom for children's growth, and parents are the earliest educators of their children. Parents' words and deeds, living habits and educational concepts directly influence children's behavioral patterns. Parents' demands on children's behavior, their exemplary role and the way they interact with their children will all profoundly influence the formation of good behavioral habits in children^[10]. Research shows that emotional support for children, clear behavioral norms and exemplary demonstrations in family education can effectively help preschool children establish healthy and standardized behavioral habits^[11]. For instance, parents set a good example for their children in daily life through good sleep and dietary habits. Children will gradually imitate and form their own behavioral habits imperceptibly.

In addition to family education, kindergarten education is also an important link in the formation of behavioral habits for preschool children. Kindergartens help children develop healthy behavioral habits by providing a regular educational environment through standardized daily routines and teaching activities. Collective activities in kindergartens, such as morning exercises, meals, and lunch breaks, can all help children gradually develop independent and self-disciplined behavioral patterns in different situations. In interacting with children of the same age, children can not only learn to abide by collective rules, but also learn to cooperate and share through group activities, and cultivate good social skills and emotional expression abilities. In addition, teachers in kindergartens provide children with another learning path for behavioral norms through guidance and demonstration, helping them understand and accept social behavioral norms.

The social environment and cultural background also influence children's behavioral habits to a certain extent^[12]. The social environment in which children live, including educational resources, cultural atmosphere, community support and other factors in the area where they reside, will affect children's understanding and acceptance of behavioral norms. A good social environment can help children better understand the importance of behavioral norms by providing more positive role models and educational resources. For instance, under the influence of community activities and cultural atmosphere,

children will gradually develop good behavioral habits, thereby promoting the improvement of their social adaptability.

2.3. The Role and significance of family collaborative education

Family collaborative education is an educational model in which both families and kindergartens participate and interact and collaborate^[13]. It aims to form a synergy through the dual guidance of families and schools to help children develop good behavioral habits. Under this model, parents and teachers jointly set educational goals, methods and measures, coordinate with each other, and form a consistent education system. This synergy can ensure that preschool children receive consistent behavioral norms and guidance in different educational environments, thereby providing a solid foundation for the formation of children's behavioral habits.

One of the core advantages of family collaborative education is the formation of a positive feedback mechanism for behavioral habits. The educational approaches of parents and teachers can complement each other, forming common educational goals and consistent behavioral standards^[14]. When families and schools have the same requirements for children's behavioral habits, children can receive the same norms and support in these two most important educational places, which in turn promotes the formation of good behavioral habits. For instance, parents at home require children to eat and rest at regular times, and teachers in kindergartens also set similar schedules. This consistency helps children form stable behavioral patterns in their daily lives.

In addition, family collaborative education can also provide more diversified educational support and broaden children's learning horizons. By jointly participating in children's education, families and schools can provide children with various educational resources and learning opportunities. Sharing observations and experiences between parents and teachers during the educational process can help better identify children's personality traits and educational needs, and then adjust educational methods in a targeted manner. This kind of educational support not only helps children develop good behavioral habits, but also promotes communication and cooperation between families and kindergartens, providing children with a more comprehensive and in-depth educational experience.

Family collaborative education also plays a significant role in promoting children's social skills and emotional development^[15]. With the joint participation of parents and teachers, children can be exposed to different educational methods and behavioral norms, and accumulate diverse social experiences at home and in kindergartens. This has a positive impact on children's future social adaptability and interpersonal communication skills.

3. The specific application of family collaborative education in the Formation of behavioral Habits of preschool children

3.1. Consistency between home-school communication and educational goals

Home-school communication is a key link in family collaborative education. Good communication between parents and teachers can ensure the consistency of educational goals. Teachers should communicate with parents regularly to understand children's behavior at home and discuss with them educational plans for specific problems of the children. Meanwhile, parents can also communicate with teachers to understand their children's performance in the kindergarten and adjust the methods and strategies of family education in a timely manner. Through home-school communication, it can help parents and teachers better understand children's personalities and behavioral characteristics, and formulate targeted educational plans to ensure that the goals for cultivating behavioral habits are clear and feasible.

3.2. The collaborative cooperation between family and kindergarten educational methods

The educational methods of families and kindergartens should complement each other to avoid inconsistencies in educational concepts and methods. The focus of family education lies in the cultivation of daily behaviors and the shaping of emotions. Parents should set a good example and teach by word and deed to foster their children's good habits in daily life, diet, hygiene and social etiquette, etc. Meanwhile, kindergartens help children develop social behaviors and autonomy

in a collective environment through more standardized collective activities, game-based teaching, etc. Parents and teachers should avoid excessive interference or indulgence in educational methods. Instead, they should guide children to actively participate in various activities through encouragement, praise and other means, and gradually develop the habit of voluntarily abiding by rules and etiquette.

3.3. Cultivate children's sense of self-discipline and responsibility

Self-discipline awareness and a sense of responsibility are important components of preschool children's behavioral habits. Parents and teachers should guide children to gradually develop the ability of self-management through daily education. For instance, parents can help their children gradually develop the habit of abiding by rules in daily life by setting simple family rules, while teachers can assist children in cultivating a sense of responsibility and self-management skills within a group through in-class activities. On the basis of home-school collaborative education, parents and teachers should jointly pay attention to the formation of children's behavioral habits, emphasize the balance between emotional communication and behavioral guidance, and help children develop a good sense of self-discipline through positive feedback and appropriate disciplinary measures.

4. The actual effectiveness of cultivating preschool children's behavioral habits under the family collaborative education model

4.1. Improve the daily routine and living habits of preschool children

Through the joint efforts of families and kindergartens, the daily routines, dietary habits and hygiene of preschool children have been significantly improved. Under the home-school collaborative education model, parents and teachers jointly formulate reasonable schedules and diet plans to ensure that children have regular schedules and healthier diets. For instance, parents should actively cooperate with the kindergarten's schedule at home to help their children develop the habit of going to bed early and getting up early. Meanwhile, teachers also provide children with a reasonable diet structure in the kindergarten, promoting their physical health and growth. Through the joint efforts of home and kindergarten, children's living habits have been effectively regulated, and the foundation for their healthy growth has been consolidated.

4.2. Promote the social skills and emotional development of preschool children

Family collaborative education also promotes the social skills and emotional development of preschool children. Under the home-school collaboration model, parents and teachers jointly focus on children's emotional development and the cultivation of their social skills. Parents help their children build a sense of security and trust in the family through daily emotional communication and interaction. Teachers cultivate children's teamwork and social skills by organizing group activities. Through home-school collaboration, children's emotions have been better cultivated and developed, their social skills have been enhanced, and they can cooperate and communicate better with their peers.

5. Conclusion

The formation of good behavioral habits in preschool children is an important part of their growth process, and family collaborative education plays a crucial role in it. Through home-school collaboration, parents and teachers can work in harmony under a common educational goal, helping children develop good behavioral habits and promoting their healthy growth. However, family collaborative education still faces some challenges, such as insufficient communication between home and school and differences in educational concepts. In the future, as the home-school co-education model continues to be optimized, the cooperation between parents and teachers will become closer, and the integration of family education and school education will be deeper, providing a more solid guarantee for the all-round development of preschool children.

Disclosure statement

The author declares no conflict of interest.

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