

The Effect of Family Parenting Style on Kindergarten Anxiety in Children Aged 3-6 Years-Take Sichuan M Kindergarten as an Example

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Abstract

When children enter the new environment of the kindergarten, the children's original living habits are broken, accompanied by resistance to entering the kindergarten, crying, attachment to parents and other anxiety phenomena in the kindergarten. Therefore, alleviating the anxiety of children entering kindergarten is an important task for kindergartens and families. In the early stage of the study, through in-depth reading of relevant theoretical literature, we learned about the theoretical basis of parenting style on kindergarten anxiety. In this study, 120 children in M kindergarten in Sichuan City were taken as the research objects, and the parents filled in the "Family Parenting Style Questionnaire" and "Kindergarten Admission Questionnaire" at the beginning of kindergarten to understand whether the current situation of children's kindergarten anxiety was related to different family parenting styles, and analyzed the relationship between different family parenting styles and children's kindergarten anxiety. To have an in-depth understanding of the two and analyze what are the influencing factors. This paper summarizes the effects of different family parenting styles on kindergarten anxiety between 3- and 6-year-olds. Based on the parents' own factors, family parenting style and home cooperation, this paper puts forward mitigation strategies and suggestions, mainly including encouraging parents to create a harmonious and loving family upbringing atmosphere, focusing on cultivating children's peer interaction, good parent-child interaction relationship, and perfect home cooperation system.

Keywords

Family parenting style, Adaptation to kindergarten, Kindergarten

Introduction

Every year, the beginning of the school season will usher in a different "snatch for children" battle, and children's kindergarten anxiety is the emotional reaction of children when they enter school or unfamiliar environment in the early stage, this anxiety usually includes crying, mood swings and rejection of kindergarten. For most young children, the transition from a familiar environment and a caregiver to a group school life means that they need to gradually adapt to the new rules of social interaction and the rhythm of collective life. For most children, it is a psychological and emotional challenge that requires them to adapt to their new environment, peer interactions, and the role of the teacher. Therefore, kindergarten anxiety is not only a common phenomenon, but also a key factor affecting children's emotional and social development.

Research origins

(1) The need for educational practice

The moment a child steps into kindergarten, it means breaking away from the familiar caregiver, becoming independent and learning to adapt to life in a new and unfamiliar environment. This is a major challenge not only for children aged 3-6 years old, but also for teachers and parents.

Preschool teachers are responsible for the life care of young children, but also to implement China's current educational ambition of "cultivating builders and supporters of the new era that combine morality, wisdom, body and labor". The study found that new kindergarten children have different degrees of kindergarten anxiety: refusal to participate in group activities, rejection of kindergarten, beating teachers, extreme dependence on

caregivers, not playing with others, etc., all kinds of signs indicate that kindergarten anxiety needs to be dealt with in a timely and premature manner, so as to shorten the anxiety time of children and improve the adaptation to kindergarten.

(2) Guidelines for national policy documents

The “Kindergarten Admission Preparation Education Guide” and the “3-6 Years Old Children's Learning and Development Guide” clearly point out that kindergartens, as children’s first social life places, should thoroughly implement the protection of children's minds and health, and require us to closely follow the core principles of taking children as the first and allowing children to grow up happily.

(3) The current needs of family parenting styles

The author once met a 4-year-old boy who was staging “difficulty in entering kindergarten” every day in the internship kindergarten and learned that the child was usually taken care of by his mother, and he rarely went out, lacking opportunities for peer interaction. During the school day, he refused the teacher’s instructions, and if he disagreed, he would hit other children, and he did not communicate with his peers and teachers during kindergarten. It lasts for three months. Subsequently, through the suggestions of teachers and kindergartens, parents actively cooperated. There has been a big improvement: the child is no longer excluded from going to school, and he is actively expressing his thoughts and making a good friend. Therefore, the author also explores the problem of children’s adaptation to kindergarten and provides theoretical help to alleviate the occurrence of kindergarten anxiety.

Research implications

(1) Theoretical implications

When it comes to kindergartens, people subtly think of children and kindergartens, and the perspective of the theme of this research is transformed into two aspects: children and children’s families, from the perspective of family parenting style and children’s adaptation to kindergarten. The questionnaire survey method and observation method are mainly used to explore the relationship between various factors and provide corresponding empirical materials for the in-depth study of the influencing factors of kindergartens in China.

(2) Practical implications

Through the analysis of relevant materials, research and the integration of final knowledge points, it is concluded

that in general, kindergarten schools are facing different degrees of kindergarten anxiety. Therefore, it is necessary to take positive measures to be prepared in similar situations, to know the needs of children, and to provide comprehensive and effective solutions.

Format Research review

Definition

Education has always been the top priority of contemporary society in China, and the 3-6 years old preschool as a child’s initial step into the social environment, is the need for educators and parents to continue to learn and gradually develop, this article lists the following points as a reference for arguments.

(1) Parenting style

Zuo Azhu Tao Xingyong (2016) pointed out that parenting style is a specific way that parents think, feel, and show when raising their children, as well as a series of behaviors with emotions when interacting with their children. It also contains “teaching” and “raising”, indicating the crucial and enlightening nature of parents’ education and upbringing of their children. Teaching and education are the most intuitive meaning of “teaching”, which refers to the educator imparting knowledge to others through skills, behavioral norms, and moral concepts, and cultivating their ability to think independently and solve problems. In family education, parents’ upbringing of their children is not only reflected in material support, but also in emotional care and spiritual guidance. It can also be said that in the general environment of family upbringing, the place where parents raise their children is called family upbringing [1]. Xu Danhong (2020) summarized the practice and meaning of social upbringing in contemporary China by summarizing the cultural context of social changes and concluded that different family upbringing will obtain different emotional investment, advocate parents to carry out “love education” for their children and raise happy children with children as the center.

Family upbringing is not achieved overnight but is a long-term and constantly updated learning process. This can be seen from the innovative connotation of family upbringing, which reflects the development of all aspects and the changes in the way of early childhood parenting. In this study, the researchers summarized the exact basis of family upbringing by using questionnaires and face-to-face communication among parents.

(2) Different family parenting styles for 3-6-year-olds

Zhou Xincheng (2024) proposes to decompose family parenting into parenting goals, parenting models, and parenting practices. Ballantine (2001) argues that the family is the earliest environment for children's life and education, as well as the environment for children's socialization. Based on the two concepts of control and warmth, it is pointed out that three common parenting styles are proposed: authoritarian, authoritative and indulgent.

The two-dimensional, four-point theory proposed by the American psychologist Baumrind divides the parenting mode of parents into four types from the expression of emotions and behaviors, namely absolute, neglectful, indulgent and arbitrary. Different family parenting styles will produce different personalities, learning abilities, social adaptability, etc. This is also the most widely used theory at present. In summary, this paper uses Baumrind's family upbringing model as a reference to obtain relevant conclusions.

(3) Anxiety about entering the park

Ma Tianhui (2017) believes that children's anxiety about entering kindergarten is a test that they must go through when they leave their families and go to society, and they need to be seriously dealt with by educators, otherwise it will affect the healthy physical and mental development of children, and it is a parenting method that cannot be ignored. Hainan Provincial Women and Children's Medical Technologist (Sun Tingting) proposed the "psychological weaning period", that is, the process of young children changing from a familiar environment to adapting to a new environment. At this stage, there will be unstable resistance, which is manifested as strong resistance, refusal to sleep, refusal to play, refusal to eat, refusal to others, lying, and even stage physical sensitivity, wetting pants, bedwetting, etc. Psychologist John Bowlby divides separation anxiety in young children into three stages: the stage of resistance - crying, kicking and fussing; Disappointment stage - still crying, intermittent, less noisy movements, ignoring others; Detached stage - receiving care from outsiders and starting normal activities [3].

And these processes are not sequential, and there will be a certain amount of repetition.

Based on the above discussions, this paper defines children's kindergarten anxiety as a series of

uncomfortable reactions in the process of psychological, physiological, emotional, emotional and interpersonal communication due to the changes in the new environment.

Research on kindergarten anxiety**(1) Research on children's social and sexual behavior**

Liu Jie (2024) pointed out that to help children with the environment and the people around them, they should "build a friendly relationship" and become people that children trust [4]. Wang Li, Zhang Shanshan, He Rongna (2024) created the "Guidelines for the Observation and Evaluation of Social Development of Children Aged 3-6 Years" to analyze that sociality is an indispensable field for children's learning and development [5]. Chen Lina (2024) pointed out that good peer interaction is the foundation of children's social development [6]. Zhang Mengru (2024) encourages young children to establish a "circle of friends" so that they can quickly integrate into kindergarten [7]. Dai Meichan (2023) proposes to create an ideal environment to enhance children's social development [8]. Ge Wangyu (2023) Early childhood education has changed from "fixed content" to a pluralistic environment, and children are members of society and should not be marginalized [9]. Jin Jiangtao (2013) proposed that good parenting style can help children establish good peer relationships. Together, these studies show that children's sociality plays an important role in children's interaction and development.

(2) Research on the effect of parent-child interaction on kindergarten anxiety

Zhou Min (2024) believes that parent-child interaction has a positive impact on children's language, cognition, and emotional social development [10]. It is proposed that parent-child interaction is the process of mutual communication between parents and children, which not only establishes parent-child interaction and interaction, but also includes emotional expression, physical contact, and joint participation in activities, which is also an important component of family education and lays the foundation for the healthy growth of children. Huey E L (2013) focused on the impact and improvement of parent-child interaction in 5-6-year-old children and provided valuable experience for improving parent-child interaction methods and practices [11]. These studies provide a practical reference and theoretical basis for the selection of family parenting mode and provide new

ideas for the theme of this research.

(3) Research on different family parenting models

Zhang Feijie (2024) advocates democratic parenting, proposing that parents should be the main subject of parenting and respect for children’s individual differences. Duan Xiaoya (2023) believes that early family education is of great significance to children's life growth and advocates that parents need to improve their self-education level and resist authoritative teaching [12]. Bi Shiju (2023) pointed out that family education is mainly reflected in a harmonious and friendly family atmosphere and a consistent parenting model for family members. When Zhaowei (2023) proposes to put an end to over-educating children “in the name of love” and not to over-dominate children's needs. Ma Ling (2023) believes that a good family atmosphere has a positive effect on children's learning and growth, and choosing the right method is key to early childhood upbringing. Together, these studies show that it is important to choose the right parenting style, not to imprison the child's development, and combined with relevant research, we can learn more comprehensively and choose the appropriate parenting model to provide scientific guidance for the practice of early childhood education.

Study design

Purpose of the study

In this study, we analyzed the appearance of children's anxious behaviors of refusing to enter kindergarten through a sample survey in Sichuan M kindergarten, to analyze the triggers and obtain corresponding conclusions. There are several assumptions about the

authenticity of the results.

Hypothesis 1: The relationship between children’s kindergarten anxiety and parent-child interaction.

Hypothesis 2: Whether the level of children's social development is directly proportional to the adaptation of kindergarten anxiety.

Hypothesis 3: Correlation between the adaptation of kindergarten anxiety and peer interaction.

Research Methods

In this study, the observation method and questionnaire method were mainly selected.

(1) Observation

Participatory observation, in which the researcher records the children's situation in the role of a classroom teacher. Starting from the child’s first day of school, it lasts for one month, and only the working hours from Monday to Friday are recorded, excluding weekends. From the beginning of May to the end of the month, a total of 22 days of records, and then according to the time distribution of the kindergarten, the corresponding observation record table is formulated.

Sichuan M kindergarten daily life schedule

7:50-8:20 Admission time

8:30-9:00 Breakfast

9:30-10:30 Time

11:00-12:00 Lunch

12:20-14:30 Nap time

14:40-15:00 Afternoon fruits

15:30 -16:00 Event time

17:00 Leave the park

According to the daily observation records, there are the following time points.

Table 1. Daily observation record sheet.

| Time number | Cry | Crying | weep | Attachment to the teacher | Decline activity | Difficulty eating | Difficulty taking a nap |
|-------------|-----|--------|------|---------------------------|------------------|-------------------|-------------------------|
| 8:00-8:30 | ✓ | ✓ | ✓ | ✓ | / | / | / |
| 8:30-9:00 | ✓ | ✓ | ✓ | / | / | / | ✓ |
| 9:30-10:30 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | / |
| 11:00-11:30 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | / |
| 12:00-14:30 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15:00-16:30 | ✓ | ✓ | ✓ | / | / | / | / |

(2) Documentation Law

By searching for master's and doctoral theses on “the influence of different family parenting patterns on kindergarten anxiety at the age of 3-6” in CNKI, VIP and

other databases, and consulting many relevant journals and books, we read the development status and research of different family parenting styles on children’s kindergarten anxiety. Secondly, log in to the National

Education Bureau to query the relevant policies and data of Sichuan City, and compare the results of foreign research. Finally, the family parenting model of kindergartens in M province of Sichuan City in China was summarized, which provided a sufficient theoretical basis for this study.

(3) Questionnaire method

Through the parents of 120 new students entering the kindergarten in M kindergarten in Sichuan City, 96 real data were collected to provide real data for the follow-up status quo.

Research content

This paper took 120 children in M kindergarten in Sichuan City as the reference object, and through interviews and questionnaire surveys of parents, we understood the current situation of children's social development and parent-child interaction development in different family parenting models, and summarized different data, to provide appropriate parenting strategies and suggestions according to different models.

Analysis of the current situation of children's anxiety about entering kindergarten

The influence of family parenting style on kindergarten anxiety

In this study, the conclusions of different family parenting patterns were obtained by filling in the "Family Parenting Pattern Form" in the early stage of kindergarten admission, and the relevant data were obtained in combination with the "Daily Observation Record Form" in Table 1 to analyze the current situation of kindergarten anxiety under different parenting modes. Analysis of the current situation of different parenting styles on kindergarten anxiety.

Indulgent: Encourages the development of a sense of

independence in children, who see themselves as individuals who do not need to be dependent on others. Respect for their thoughts, children generally have strong hands-on ability, strong sense of social responsibility, willing to interact with others, firm and resolute spirit, courage and resourcefulness, is easier to adopt and accept the parenting model.

Arbitrary: Paying high attention to young children and asking children to meet their plans unconditionally. In this environment, children will feel tired, want to resist, and will have doubts about their own ability, lack of self-control, self-centeredness, dependence, and lack of cooperation.

Absolute: Parents have higher requirements for their children, requiring their children to follow their own way, requiring unconditional obedience, compliance, and more coercive means. Therefore, the child's self-cultivation is neglected, which is prone to low self-esteem, anxiety and other emotions.

Neglectful type: parents will not put forward strict requirements for young children, adopt a "free-range mode" for children's upbringing, ignore peer interactions, be self-centered, prone to emotional instability, easily aggressive, poor self-control, and unwilling to cooperate with others.

The higher the proportion of the above percentage data, the greater the anxiety of children's daily life adaptation during kindergarten. Indulgent children show a decreasing frequency of crying over time and exhibit a higher ability to adapt to unfamiliar environments. In contrast, children raised with authoritative parenting styles experience longer durations of anxiety and crying, with other parenting styles also showing a prolonged period of anxiety during kindergarten.

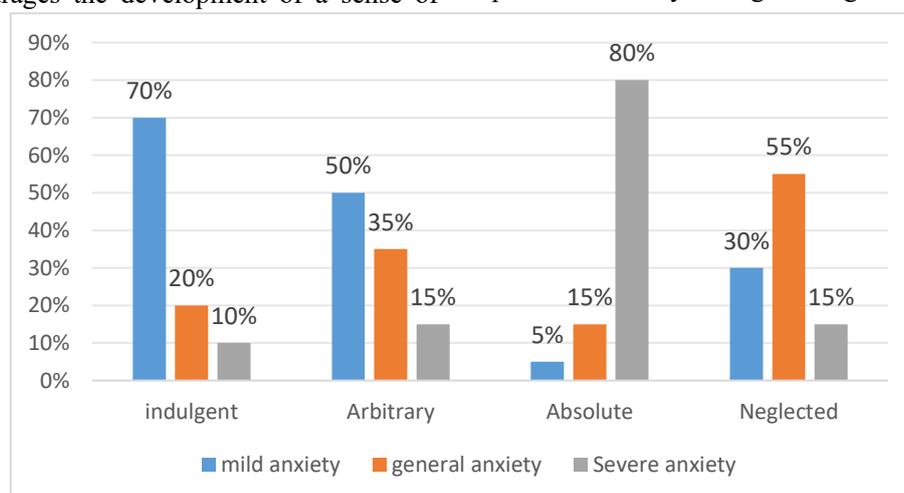


Figure 1. Anxiety about entering kindergartens with different parenting patterns.

(1) Analysis of the current situation of peer interaction

As shown in Figure 2, the data suggests that various parenting models lay the groundwork for children’s peer communication skills, which, in turn, influence their ability to navigate social interactions. Children raised in a relaxed and loving environment, where emotional support and encouragement are readily available, are generally livelier and more enthusiastic. They approach new experiences with a positive attitude, eager to explore

unfamiliar environments and form new friendships. These children develop strong interpersonal skills, as they feel secure in their ability to interact with others. Their natural curiosity and openness make them more adaptable, allowing them to quickly adjust to new social settings, such as kindergarten.

This emotional foundation helps foster resilience, enabling them to handle social challenges with ease and confidence.

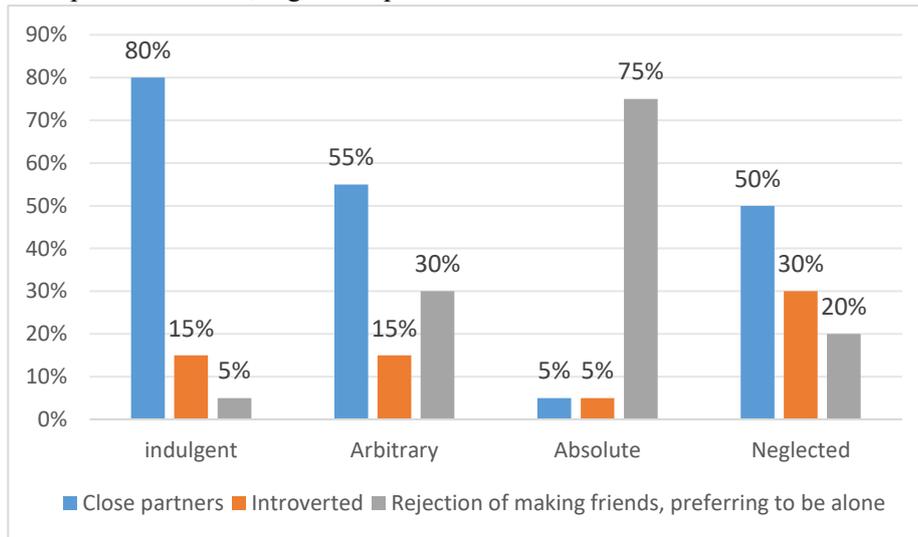


Figure 2. Peer interaction with different family parenting models.

(2) Analysis of the current situation of parent-child interaction on kindergarten anxiety under different parenting modes

As shown in Figure 3, data analysis indicates that indulgent parenting emphasizes fostering strong parent-child interaction, whereas authoritative parenting

neglects this interaction altogether. Other parenting styles adopt a more general approach, neither actively encouraging nor paying much attention to parent-child communication. Positive parent-child interaction plays a crucial role in reducing kindergarten entry anxiety.

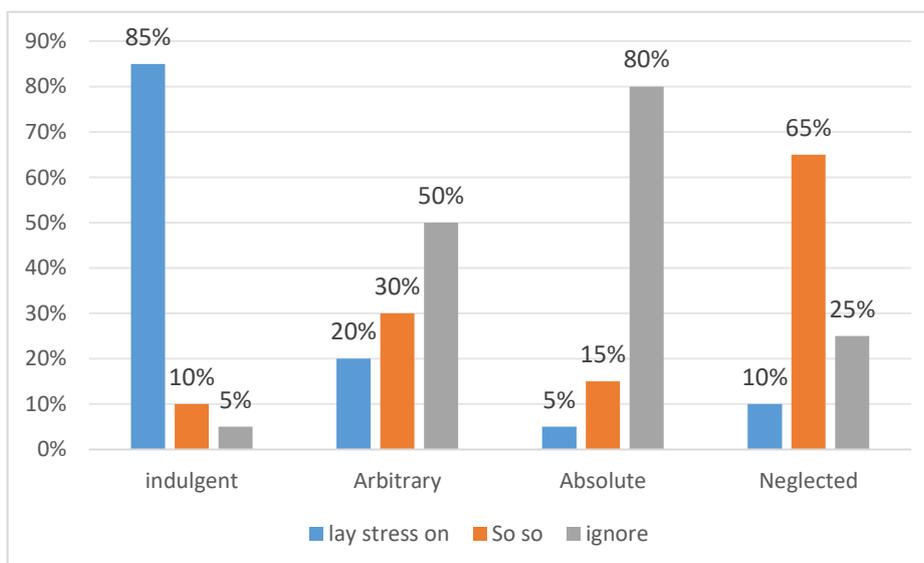


Figure 3. Parent-child interaction in different family parenting patterns.

Through data analysis, the indulgent type focuses on cultivating the interaction between parents and children,

while the absolute type directly ignores parent-child interaction, and other parenting models adopt general, non-paying attention to and not actively cultivating parent-child interaction strategies. A good parent-child interaction can help reduce the anxiety of entering the kindergarten.

Data analysis of the overall situation of anxiety in kindergartens

The author obtained the relevant data from the observation record sheet of 120 children for one month. During the period of entering the kindergarten of a large group of young children, they are prone to anxiety, accounting for 65%, 65% crying in the same kindergarten, 43% of them are excluded from wetting their pants in the kindergarten, 45% of them will not be able to sleep well, 56% of them can sleep without parents, 72% of them are dependent on their mothers and do not want to go to school, 51% and 64% of all children are excluded from entering the kindergarten and 64% of the children who like to go to kindergarten, and 29% of the children have other exclusionary behaviors. Summarizing the data, half of the children have anxiety about entering kindergarten. Different parenting styles and family atmosphere will affect children's emotional development and adaptability, and this anxiety may stem from their own family background, education style and personal characteristics. Kindergarten in this study adopts a gradual approach to kindergarten, and there may be a pattern of separation anxiety in young children that is different from other kindergarten models.

The importance of family parenting style to kindergarten anxiety

Parents play an important role in the growth and development of their children, including their own factors such as parents' early preparation, lack of attention to cultivating social awareness, and their own anxiety.

(1) Parents ignore the enthusiasm of peer interaction

During her time in kindergarten, there was a girl (3 and a half years old) who liked to play alone in the kindergarten and was very interested in the videos and music during the class stage. If you don't have a video to watch, you'll be looking for toys in the classroom. After a week of observation, at the beginning, I was very interested in kindergarten and did not cry or make trouble. As soon as

I turned around and didn't see my mother, I would cry loudly, and I was not interested in toys, singing, or playing games. I like to dance to Tik Tok. In the social curriculum activity "Looking for Friends", children are not highly motivated about the activity, they play alone, cry loudly when they see that others have good friends and are reluctant to take the initiative to talk to others and express their thoughts and wishes under the guidance of the teacher. For other children's enthusiastic invitations, they also choose to turn a blind eye and ignore others and will choose to hide silently behind the teacher. Subsequently, through communication with parents, I learned that the girl has been taken care of by her mothers, rarely goes out, and has no experience in interacting with others, and will always cry loudly in the face of not agreeing with her own ideas, looking for parents' attention to herself. Peer interaction is very important for the development of 3–6-year-old children, which determines whether children can quickly integrate into the group in the new environment, and the higher the children's communication ability, the more children can make new friends and reduce their dependence on parents.

(2) Parents ignore the importance of parent-child interaction

At the beginning of each year, there will be parents of new students of different ages to familiarize their children with the kindergarten environment, and there is a 5-year-old boy in this class, who likes the new school very much, is very interested in outdoor activities, and soon makes many new friends, and will play in the kindergarten for a long time after school. Resisted at a Father's Day painting event.

The author immediately guides the children to recall their father's appearance and feel that the image of their father in your heart is to draw the work. The boy still refused to write, crying and saying to the teacher: Dad doesn't love him, he hasn't seen him for a long time, and Dad always quarrels with Mom at home.

Subsequently, according to the communication of the boy's mother, the boy's father will be older. I'm always busy with my own supermarket business, and I don't get home until late. And the mother often quarrels with the father frequently because the father comes home late for entertainment, and the father never participated in witnessing the child's growth during the growth period.

For Dad, the child is very scared and does not dare to get along with his father alone.

Therefore, good parent-child interaction is indispensable for children's growth and development and has a great correlation with children's environmental adaptability.

To sum up, 3-6-year-old children generally have different degrees of anxiety about entering kindergarten, and the children's family growth environment and atmosphere are provided, which lays the foundation for the children's adaptation to the kindergarten. At the same time, parents should pay attention to cultivating children's peer interaction and parent-child interaction, to reduce children's discomfort and rejection in the face of the new environment.

Anxiety level performance

Restlessness and crying (mild anxiety): Young children suddenly switch from being accompanied by their parents at home to the communal atmosphere of kindergarten, and crying is a natural way for them to vent their emotions. They are unfamiliar with the surrounding environment, afraid, and have a fear complex. In addition, they do not see familiar caregivers, so they can feel nervous and uneasy.

Don't want parents to leave you (general anxiety): During the kindergarten, they will not be happy for their parents to leave their sight, and they will cry after separation, and refuse to participate in group activities. After being separated from their parents, they are more likely to be emotional, hugging their parents and not wanting to let go, grabbing their clothes and trouser legs to express that they don't want to go to school.

Open defecation, skipping meals, refusal to sleep, beating and scolding teachers (severe anxiety): unwillingness to be close to teachers, classmates' behavior. During kindergarten, he ignored the teacher's instructions and played on his own, and if he went against his will, he would be beaten and verbally abused.

From the above phenomena, it can be concluded that children's emotions are uncontrolled and emotional. Therefore, there is a need to use scientific and effective methods to change.

Strategies for relieving anxiety in kindergartens

Parenting style

The education of children should not be authoritarian or absolute. Children should be regarded as independent individuals, not to cater to the public, copy-and-paste education. Attention should be paid to children's peer

interaction and adaptation to unfamiliar environments. In educational philosophy, we must learn to change and develop with the changes of the times. Here are a few things to start with:

(1) Learning to let go appropriately and accept your child's feelings

As He Qian said, inappropriate parenting style is the main cause of children's restlessness. In the initial observation and interview with parents, it was found that the reason why children have anxiety is closely related to their families, and parents' parenting attitudes and methods will directly affect the formation of children's behavior and habits. Therefore, to prevent children from having anxiety about entering kindergarten, we must first establish a high-quality family parenting style.

(2) Learning to regulate the expression of love and express love to children

Children are the treasure of parents, and loving children is also the lifelong theme of parents, and it does not ask for anything in return. However, true love does not equal unprincipled pampering, indulgence. True love should be expressed in a reasonable, considerate way, learn to follow the child's personality, not forced, meet their reasonable needs, but say no to unreasonable conditions and demands. It is necessary to pay more attention to the guidance of children's polite behavior, good moral character and behavior habits. Being moderate in severity, not spoiled, and harsh. Expressing emotions reasonably and adjust love to the appropriate scale and degree, to give children moderate love.

(3) Giving encouragement and praise to young children

Children should grow up in an environment where they feel safe and at ease when they receive positive attention, and they feel empowered when they are Praised by others, and they are worthy of being affirmed. Therefore, as a parent, you should complain less and blame, and more positive and affirmative language. Let the child really feel the support and affirmation of his parents and truly understand the respect and love of his parents. This way, the child can feel confident, optimistic and secure even in the face of adversity. He is not impatient when he encounters things and can deal with them calmly.

(4) It is necessary to choose the right parenting style

As Locke said: children are a blank slate, what parents do, children will learn, your emotions, behavior and habits will be imitated by children. In a harmonious, loving family atmosphere, the child's character must be

confident, optimistic, and helpful. And if the family atmosphere is quarrelsome, parents beat and scold, and the family concept is backward in the family upbringing, the child's character is not good at communicating with others, is a little talkative, and does not like to talk. Indifferent personality. Therefore, the parenting model of the family is a turning point on the road of children's growth. Lively and indifferent, even in the same environment, I believe that their adaptability must be different. In the same environment, they also feel different. In a comfortable and harmonious atmosphere, loving children have a strong ability to adapt to the new environment, and they are happy to get along with teachers and classmates. For them, the unfamiliar environment is not scary. Therefore, it is necessary to learn the loving parenting model.

Family environment

The family environment is an indispensable requirement for the survival of the individual. It encompasses the need for both material and spiritual levels. Materially, it is a special place to ensure that individuals eat, sleep, have a home, and have a sense of belonging. The spiritual level is the family atmosphere of life that is associated with the family members. Here are a few suggestions for creating a home environment:

(1) Parents' preparation for entering kindergarten

Observations show that parents' adequate preparation for kindergarten should include sufficient psychological preparation and material preparation, to help children successfully pass the anxiety period of kindergarten. On the contrary, if parents neglect to prepare for kindergarten, it will exacerbate the anxiety period of kindergarten. During the observation, one parent did not prepare a photo of the child entering the kindergarten. As a result, there are no photos of the children's chairs, school bag cabinets and towel racks during their stay in the kindergarten. I was very sad and cried when I saw that others could quickly find a chair to sit on, but I couldn't find it. In the one-day kindergarten activities, they are faced with the difficulty of teaching, entering kindergarten, leaving the kindergarten, and eating, so they will become restless during the kindergarten every day, which is the negative impact of parents' lack of material preparation. I believe that if parents observe carefully and consider carefully, it can be solved. But if parents are not psychologically prepared, they will turn a

blind eye when encountering difficulties, but take retreat, take the child home, do not let the child go to kindergarten, and wait for a few days to improve and send back, this practice is extremely unfavorable to the child, will make the child cannot adapt to kindergarten life for a long time. As a parent, you should think in advance about whether to send your child to kindergarten, if you are afraid of not adapting, the child is young and other problems, you can wait for the child to be older before going to kindergarten, if you decide to go to kindergarten, you should insist on picking up your child on time every day, so that the child knows that parents will come to pick them up so as to reduce the anxiety of entering the kindergarten. Therefore, be fully mentally prepared, find the right way, and help children quickly adapt to kindergarten through home cooperation, to reduce the occurrence of kindergarten anxiety.

(2) Providing a friendly and harmonious family atmosphere

Home is a welcoming haven. Children who grow up in a good and harmonious atmosphere are happy, lively, and have strong adaptability, which reduces the anxiety of entering kindergarten. On the contrary, in an indifferent and distant family atmosphere, it is not conducive to the communication and understanding of family members, and if there is a lack of communication and exchange, it is easy to lead to the formation of insecure attachment relationships among children, thereby aggravating the anxiety of children entering kindergarten. Therefore, parents should build a happy and loving family atmosphere. A new type of parenting relationship in which family members can be loving, respectful, and caring for others. It will also play a good foundation for early children and is conducive to the development of a beautiful personality.

(3) Parents pay attention to cultivating children's lively and cheerful character

Take children out more often, to improve children's communication skills, improve self-expression skills, experience the happiness brought by interpersonal interactions, and reduce over-dependence on family members.

Kindergarten

The task of the kindergarten is to provide a comfortable and safe educational environment before the child enters school. The school's building design is safe, operable,

and practical for children in the preschool stage, who are physically developing and young, and need parents, kindergartens, and teachers to work together to create new educational tools for young children. Here are a few things to start with:

Respecting children and learning to let go: During the Kindergarten, teachers are the parents of children, and teachers must learn to let go and let children be free. During the school day, the teacher will always keep an eye on the children to ensure their safety. But do we need to imagine what it would be like for a child to be in a new environment? When I first entered kindergarten, the little girl in my class was always reluctant to go to school, and whenever she heard her parents say that she was going to send her school home, she would cry to express her unhappiness. Usually at times like this, the teacher will soothe her emotions, but she will always cry. And the teacher will start to adopt the attention transfer method, snack transfer method. But she still cries. Through follow-up understanding, it is a sense to know that the child's behavior at home is irregular. At school, the teacher will always plan the schedule of the day, what to do at this time, be quiet when you eat breakfast, learn to find your own chair, etc. At that time, the child is ignorant and will only take corresponding actions according to the teacher's instructions to get the teacher's encouragement. Therefore, children should be given a period to adapt before the start of school, and do not persecute children's free and original behavior.

Close cooperation between parents and teachers: As parents, you can take the initiative to communicate with teachers about their children's situation, and teachers should listen patiently to parents' demands and escort their upbringing.

Setting up a diversified course "A Day in the Kindergarten": children have a strong "teacher-oriented", guide children to experience the fun of interacting with peers in the game, as well as the communication with teachers, enhance the sense of pleasure and establish a preliminary trust and dependence relationship. From the theme of "I love kindergarten" series of activities, to carry out kindergarten fun (regional activities), my good friends (health activities) and other game activities, the game process uses more encouraging language, enhance children's enthusiasm, to like kindergarten, reduce the anxiety of entering the kindergarten.

Through parenting style, parenting environment and kindergarten, children's anxiety about entering kindergarten is a long-term and complex thing, which requires parents and teachers to work together to solve the problem fundamentally. Therefore, parents and kindergartens should cooperate with each other to minimize children's anxiety about entering kindergartens, provide a happy and interesting living environment for children, and give children a happy childhood.

Conclusions

In this study, 120 children were observed and recorded in the early stage of kindergarten. Experimental data show that authoritarian and doting family parenting styles account for a large proportion of kindergarten anxiety. By comparing the influencing factors of different parenting modes that cause their anxiety about entering kindergartens, the comparative data found that the indulgent family model had a good adaptation to kindergarten. The serious manifestations of anxiety about entering kindergarten are parental factors: such as parents do not pay attention to parent-child interaction and ignore the positive impact of peer interaction and neglecting the cultivation of children's social development will aggravate children's anxiety in kindergarten. Finally, this study provides corresponding solutions to these influencing factors, including choosing appropriate parenting styles, providing children with a loving and harmonious family atmosphere, focusing on cultivating children's peer interactions, and establishing good parent-child interactions. Respect the development of young children, parents and kindergartens work closely together, etc., to provide parents and kindergartens with some effective and implementable solutions.

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Conflicts of Interest

The authors declare no conflict of interest.

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