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Communication Skills of Preschool Teachers and Parents

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Abstract: *There are several key points in communication with parents: establishing a good first impression, respecting parents, communicating as equals, using teachers' resourcefulness and educational wisdom, helping parents to improve their educational skills, and taking the initiative to communicate. Different communication skills should be used for different types of parents such as democratic, stern, spoiled, anxious, and indulgent, and different communication methods such as face-to-face chat, telephone communication, and text communication have different skills.*

Keywords: *Preschool teachers; Parents; Communication*

Introduction

The main characteristics of preschool children are: (1) rapid growth and change; (2) comprehensive development of cognitive abilities, mainly in the pre-operational stage; (3) social skills. Grasping the developmental characteristics of preschool children is crucial for teachers to conduct teaching activities, and these characteristics need to be grasped when communicating with parents of preschool children. Communication is one of the best ways for teachers to communicate and convey what is going on in their students' classrooms, as well as to promote cooperation and home-based parenting. For different types of parents, we can communicate in different ways and methods to promote parents' understanding of what is going on in the classroom so that they can better enhance their educational skills and work together to raise new-age children.

Key Points of Communication with Parents

When communicating with parents, the following points can be followed to better enhance the communication effect, add bricks to future educational and teaching activities, and create a good atmosphere for co-parenting at home.

(1) Establish a good first impression. When communicating with parents for the first time, teachers should be generous and confident to give parents a good initial impression. When communicating with parents, teachers should be kind and clear, so as to build a good bridge of communication and gain parents' recognition and trust more easily.

(2) Respect parents and communicate as equals. Do not take pride in your status and expertise as a teacher, answer parents' questions with patience, and communicate with them on an equal footing.

(3) Listen and understand parents. Listen to parents' demands more often to get more effective information and to make a good background for communication, and put yourself in parents' shoes more often to understand them better.

(4) Use the teacher's educational wit and educational wisdom. Teachers need to be sensitive to and practice their educational wisdom from actual teaching activities, and they also need to use their educational wisdom to improve the effectiveness of communication with parents.

(5) Help parents to improve their educational skills. Teachers face parents with different backgrounds and experiences, and have learned different educational knowledge, so it is important for teachers to popularize parents' educational knowledge and methods, improve their educational ability, and update their educational philosophy.

(6) Active communication. Teachers take the initiative to find parents to communicate, the party in the initiative to propose communication can better grasp the initiative, can improve the quality of communication, rather than passively waiting for parents to find the teacher, then the quality of communication will be reduced.

The Communication Skills for Different Types of Parents

Teachers face parents from all walks of life, with different backgrounds and experiences, as well as different personalities and styles of doing things. Therefore, when facing parents, we should not use a single communication method, and we should use corresponding communication methods to face different parents.

Democratic Type

Democratic parents are generally aware of their children's strengths, weaknesses and characteristics, and can look at their children's behavior and abilities in a rational and objective way. When dealing with this type of parent, the teacher can inform the parent of the child's performance in class, explain the content of the lesson and the importance of the current content. In addition, the teacher can ask the parents if they have any other needs regarding teaching and classroom issues that the teacher will try to address and meet. The teacher can provide a pedagogical perspective on the child's performance and the parent's educational style to enhance the home-school relationship.

Example: tt is three years old and six months old, tt's parents are democratic parents, in every communication, I will inform tt truthfully about the situation in the classroom, for example, tt did the content of the big skateboard, bead stringing and Wanxiang combination in class, among which the speed of Wanxiang combination is much faster than before, last week's class can do 8 sets, this week can do 10 sets. The bead stringing is mainly for practicing fine hand movements and hand-eye coordination.

Did you encounter any problems at home? tt mom said she didn't know what exercises she should do at home, I told parents: you need to practice with open and close jumping at home, one group of 10 jumps, three

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groups per day, open and close jumping can improve coordination and enhance gross motor ability, if you insist on good performance every day, you can give appropriate rewards, such as playing Lego for three days and riding balance bikes for five days. Do not choose food as a reward or reinforcement, so that the reward does not expire when it is satisfied.

Stern Type

Stern parents are characterized by high demands on their children, low tolerance for mistakes, and little or no satisfaction with their children's progress. When facing this type of parents, we should first affirm the parents' efforts to educate their children, then present the child's progress and excellence, and then inform the parents that the child's current problems are problems that occur in preschool-age children, so there is no need to be anxious or angry, and the next time a similar problem occurs, the way to deal with it is sufficient.

Example: hh is five years and two months old, hh's mother is very demanding of hh and is always dissatisfied with hh's progress and achievements. When hh's mother saw the occasional inattentiveness in the classroom, she would criticize hh after class. in the communication with hh's mother, I would tell her that hh was working very hard in class and was tired of doing croquet, but she didn't stop to rest and kept going. It is normal for children in preschool to not pay attention to the teacher, and they can't keep their attention for a whole class, so I will call hh's name more often in the next class to make him pay attention to the teacher.

Coddling Type

The doting parents are usually older parents or grandparents, who are obedient to their children and always worry about them, trying to satisfy any request, and any frustration their children experience is the fault of others. For this type of parent, first express your love for your child, then politely point out the shortcomings and deficiencies, and how much worse they are compared to the standards of preschoolers. It is not necessary to tell the parents like a tattletale when informing the shortcomings, more professional vocabulary to express the shortcomings, the parents' acceptance will be higher.

Example: xx three years and 10 months, is xx mother thirty-six years old xx father thirty-nine years old when the birth of the two to xx very spoiled, resulting in xx now still can not jump in place on both feet, their own abilities are weak, in the hospital after examination was diagnosed as a substitute for the developmental delay. In the communication with the parents of xx, I first expressed the love of xx, so that parents feel the love of the teacher for xx, then I told the mother of xx: the current physical standard of preschool children is to jump in place with both feet, but also to jump forward, which is a necessary skill, but at present xx does not have this ability, mainly because of the lack of lower limb strength, then in the next classroom, I will strengthen the training in this area You can take him to take the stairs and walk 2 levels of 24 stairs every day, and insist on doing homework to improve his ability faster.

Anxious Type

Anxious parents are more depressed and anxious, and in an anxious state they tend to exaggerate their child's

shortcomings and ignore other characteristics, and they also tend to pass on their anxiety to their children. They will worry excessively about things that are not happening in the future. In the face of such parents, reassuring emotions is the first priority. Teachers first need to establish an emotional link, understand the parents' feelings, and have emotional empathy with them. The teacher should first establish an emotional connection, understand the parent's feelings, and have emotional empathy with the parent. Then she should teach the method and solve the problem, and suggest appropriate methods in home education to address the parent's anxiety.

Example: rr is 5 years old and 9 months old, and has been diagnosed with ADHD. rr's parents are very anxious about this matter, which leads to tension and disharmony in rr's parent-child relationship. rr's mother does not know what kind of way to teach her child, and rr is afraid of her mother's anger but cannot control her behavior. In the communication with rr's parents, I first expressed my understanding and reassurance to rr's parents, who are tired of making themselves sleepless because of the child's affairs. The child is often unable to control himself, so it is not his intention to make mistakes. Every morning after waking up, you can take rr exercise for half an hour to release some energy in advance, less energy naturally will not intentionally find things, and then give rewards after the bad behavior is reduced.

Indulgent Type

Indulgent parents are rarely responsible for their children's education and are less likely to accompany and pay attention to them, most of the time thinking that education is the responsibility of teachers, not parents. For this type of parents, teachers need to give more feedback on their children's strengths, let parents notice their children's progress and performance, help them build confidence, and give them assignments to observe their children at home to attract parents to invest in their children's education.

Example: cc's parents are away on business all year round, so they are less present for cc and pay little attention to cc's education. When they encounter problems or have needs, they enroll cc in an extracurricular tutorial class. When communicating with cc's parents, I expressed it like this: cc was tired of jumping on the trampoline in class today and kept on persisting, surpassing other children in the same group, so he might have sore legs at home today.

Communication Skills in Different Ways

Face-to-Face Communication

Face-to-face communication is the most efficient way to convey and receive the most information. Teachers need to be confident, generous and kind to give parents a good impression, look at each other and keep smiling when communicating; stand up straight and distance from parents depends on the person, when parents deliberately keep distance, teachers need to take the initiative to pull away, when parents intend to approach or want to communicate further, teachers can close the distance; patiently answer parents' questions and ask parents' needs.

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Telephone Communication

For parents who do not have time or opportunity to communicate in person, teachers can communicate by telephone. Although telephone communication cannot be seen in person, parents can sense and perceive teachers' emotions, so teachers must communicate with emotions when communicating by telephone, convey emotions, and let parents hear emotions. First identify yourself, then state the purpose of the communication, and ask the parent if it is convenient for them to communicate now. If it is convenient to call, you can communicate. Teachers need to make sure that they do not disturb parents during break time, and if there are unresolved issues on the phone, they can make an appointment to communicate with parents in person.

Text Communication

For more important and specific information, you can send it to parents by text. Before sending the text, you need to edit the paragraphs and layout in advance, check the important information, and avoid errors in the information. Use standard civilized and polite language, and you can mark important information such as time and place in red or highlight it.

Common Communication Misconceptions

Communicate Directly without Establishing a Relationship

Every teacher knows that they need to build a relationship with children, but they often forget that they need to build a relationship with parents as well. For all types of parents need to build a good relationship, so that teachers and parents to create a mutual link.

One-Way Praise or Criticism

In communication we can express praise or criticism of children, but we must not do this kind of communication all the time, there is no way to bring freshness and change to parents. Communication is not only about communicating with parents about their child's performance in the classroom, but also about expressing the inner development observed by the teacher, so it is also necessary to give parents different feedback, and the same tone all the time will make parents tired of what the teacher is saying.

Feedback on Subjective Feelings without Clear Understanding

Teachers do not know the specific situation of children who are new to the school, or who are entering the school after the winter or summer vacation, so they should not give feedback based on subjective feelings when they do not understand the situation.

Failure to Express Ideas Clearly when Communicating

Communication that is not logically clear can easily result in a lack of clarity in the views held by teachers.

Often, the teacher expresses a lot of specific performance in class, but fails to express the point of view in place, or says the point of view only at the end of the communication, which can easily cause confusion in the parents' thinking. This requires the teacher to first express his or her point of view, and then express the reasons or justifications.

Summary

Communication is an important bridge between teachers and parents, and as the teacher at this end of the bridge, he or she needs to uphold patience and love.

The main points of communication with parents are: establishing a good first impression; respecting parents, equal communication; listening to and understanding parents; using teachers' educational wit and educational wisdom; helping parents to improve their educational ability; and taking the initiative to communicate.

For different situations, different types of parents have different communication styles and techniques. For democratic parents, teachers can express themselves intuitively; for strict parents, teachers should help parents lower their demands; for doting parents, teachers should help parents analyze objectively; for anxious parents, teachers should help parents focus on the present moment and relieve anxiety; for indulgent parents, teachers should remind parents to pay more attention to their children.

There are also different techniques for face-to-face, telephone and text communication. In-person communication should establish a good impression, telephone communication should bring emotions, and text communication should confirm important information.

Common communication misconceptions include: communicating directly without establishing a relationship; complimenting or criticizing; giving feedback on problems with subjective feelings when you don't understand the situation; and failing to express your point clearly when communicating.

As teachers, we should continue to summarize our experiences and use our educational resourcefulness to promote good communication between teachers and parents.

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