

Research on the Implicit Teaching Objectives Contained in the Routine Activities of Kindergarten and the Practical Wisdom of Teachers

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Abstract:

At present, the educational value of high-quality preschool education and regular activities in kindergartens has received widespread attention. However, there are practical difficulties that restrict the comprehensive development of young children and the improvement of educational quality. These difficulties mainly revolve around the implementation of implicit goals in kindergarten education, and they are quite common. This article focuses on the implicit teaching objectives in kindergarten routine activities. It first defines their connotation and specific manifestations, and then delves into the core dilemmas and causes of teachers' practice of implicit objectives. Research has found that the current dilemma faced by teachers in teaching implicit goals manifests as a lack of awareness, insufficient response to individual differences, and an absence of evaluation mechanisms. Based on this, this article proposes to optimize pre-service and in-service teacher training, implement positive responses to teacher-child interactions, and establish a scientific and comprehensive evaluation mechanism for implicit goals. This paper aims to guide preschool teachers to conduct more comprehensive teaching, thereby promoting the all-around development of every child. At the same time, it also provides new perspectives and focuses for research in early childhood education.

Keywords: Kindergarten; Teachers; Routine; Preschool

1. Introduction

The Sustainable Development Goals of the United Nations Educational, Scientific, and Cultural Or-

ganization (UNESCO) emphasize that high-quality preschool education plays a foundational role in the lifelong development of individuals and social prosperity [1]. Currently, there are clear educational goals

set in kindergarten education, but they are often explicit and predetermined goals, and implicit educational goals have not received high attention. Focusing on the implicit teaching objectives in regular kindergarten activities, as a theoretical way to implement the concept of “life as education”, can deepen the value of regular kindergarten activities and expand the scope of teacher wisdom. In practice, it can promote the professional development of teachers, enhance the educational consciousness of educators, and help optimize kindergarten curriculum design. This study mainly explores the shortcomings in current teaching and deeply analyzes the reasons behind these deficiencies and provides corresponding adjustment strategies based on scientific theory, in order to provide a perspective and grasp for improving the quality of kindergarten teaching.

2. The Connotation and Expression of Implicit Teaching Objectives in Regular Kindergarten Activities

Bloom defined the concept of implicit curriculum, believing that the main objectives of implicit curriculum are related to students’ learning and social qualities [2]. This study suggests that implicit teaching objectives refer to those that are not explicitly written into teaching plans, curriculum outlines, or lesson plans during the process of teaching design and implementation, but are subtly influenced by carriers such as teacher-student interaction, life details, and game activities, ultimately enabling students to achieve expected results in society and other aspects.

The regular activities in kindergarten usually refer to the basic activities designed to ensure that children’s lives are orderly and adapted to the collective environment, which are carried out regularly and repetitively every day. These common daily activities are all “patterned interactions”, where children and educators, and even hardware and software, form a rotating structure known as repetitive daily interactions [3]. The implicit teaching objectives in the routine activities of kindergarten refer to the implicit teaching objectives contained in the above-mentioned routine activities. The most common ones are to cultivate children’s basic abilities to adapt to collective life, behavioral habits that conform to daily order, and social emotions that integrate into the group. Compared with other implicit goals, the implicit goals in regular kindergarten activities have obvious particularities. The educational content of implicit teaching objectives in routine activities is fundamental and the achievement of implicit teaching objectives in routine activities requires daily continuous infiltration. Besides, the essence of implicit teaching objectives in routine activities is to maintain collective order,

with a focus on cultivating consciousness.

In the routine of kindergarten life, implicit teaching objectives are often presented naturally through the guidance of teachers on daily behavior and environmental cues, and are closely related to classroom order management and children’s social and emotional development. By adhering to behavioral norms in daily repetitive scenarios, it can subtly reduce children’s destructive behavior and strengthen appropriate social behaviors. Implicit goals aim to help young children establish good living patterns and comprehensively enhance their self-care abilities. Make children aware of their ability to solve problems independently, laying a solid foundation for their future independent lives. During this period, although the cognitive development pattern of children has not changed, there will be changes in their learning expectations and participation, which will affect each other [4].

Good Behavior Game, as an effective group reinforcement strategy, has been successfully applied in multiple age groups [5]. Games often serve as a carrier for young children to unconsciously acquire knowledge and social and emotional goals are also implicitly pursued in games. Collaborative games can help young children appreciate the importance of teamwork, communication, and sharing. In the process of working towards a common goal, they learn to listen to others’ perspectives, negotiate role assignments, and provide support to their peers. At the same time, young children gradually develop empathy skills and understand social norms.

In the transitional stage of routine activities in kindergarten, implicit teaching objectives mainly permeate the three core dimensions of behavior, cognition, and emotion through the guidance strategies and suggestions of teachers. From a behavioral perspective, teachers’ procedural guidance allows children to unconsciously grasp the logic of activities through repeated experiences. In the cognitive dimension, when teachers guide children to practice a certain rule, they do not directly emphasize the rule, but rather allow children to perceive and gradually internalize the rule consciousness in specific contexts. In the emotional dimension, teachers need to communicate with young children during the guidance process, which subtly exercises their expression and social skills.

3. Practical Difficulties of Kindergarten Teachers in Implicit Teaching Objectives

3.1 Lack of Awareness of Implicit Goals

In the practice of implicit teaching objectives in kindergarten routine activities, the lack of implicit goal aware-

ness is one of the core difficulties that currently exists. From a practical perspective, many teachers limit the value of routine activities only to the explicit functions of behavior management and order maintenance, ignoring the implicit teaching objectives contained in this process. Firstly, when interacting with young children, teachers only focus on behaviors and events, but not on the children's feelings. Secondly, the layout of classroom areas focuses more on aesthetics and teaching effectiveness, but neglects the implicit goal of item arrangement or usage sequence. Thirdly, the goal in rule propagation is too shallow. Teachers only want to convey what rules are and how to comply with them, but they fail to make children truly understand the meaning of rules and the benefits of obeying them. The reason for this phenomenon is due to the excessive depth of traditional educational concepts and the lack of a kindergarten evaluation system that incorporates sufficient implicit goals. It is also related to the inadequate professional abilities of teachers. Some kindergarten teachers lack systematic theoretical learning of educational objectives, and have an unclear understanding of the connotation, value, and implementation path of implicit objectives.

Besides, there are significant differences between explicit and implicit goals in terms of goal orientation, presentation methods, and achievement pathways. Most teachers do not distinguish between the two clearly and do not refine teaching objectives into implicit and explicit ones. The lack of awareness of implicit goals among kindergarten teachers can to some extent lead to the "failure" of implicit curriculum. Children cannot obtain a complete implicit curriculum, and teachers may also develop the implicit curriculum too rigidly, which can limit the teacher-student relationship [6].

3.2 Individual Differences in Coping with Weakness

The lack of response to individual differences is essentially due to teachers ignoring the individual differences of young children and promoting implicit goal practice in a standardized manner, resulting in implicit goals being unable to adapt to the developmental needs of different children.

Firstly, when designing implicit goals in routine activities, teachers often rely solely on the developmental level of the majority of children in the class or the average developmental level of children at this age, ignoring the different needs of children with faster and slower development. This results in implicit goals being too easy or difficult for some children, making it difficult to stimulate their motivation for independent perception and internalization. The core issue of this design is to equate implicit goals with unified goals.

Secondly, in terms of guiding strategies, the transmission of implicit goals lacks adaptability. When teachers convey implicit goals in routine activities, they generally use a unified guidance method, ignoring the differences in preferences of different children for guidance methods. Equating guidance strategies with general strategies, without realizing that the same implicit goal needs to be conveyed to children with different traits through different means. At present, kindergarten teachers often limit their guidance strategy choices to their own habits or traditional experiences. For example, in many routine activities, many teachers assume that all children need to learn the operational process of this routine activity in order to achieve implicit goals, but in fact, some children have already mastered this skill. In addition, individual needs are related to the environment and context [7]. In current teaching, although kindergarten teachers actively create a learning environment that is suitable for learning, they overlook the individual suitability of the situation and the preferences of different children for the environment.

The lack of response to individual differences not only leads to the neglect of some children's implicit developmental needs, but also may cause some children to feel frustrated due to unsuitability.

3.3 Lack of Evaluation Mechanism

The absence of an evaluation mechanism refers to the lack of systematic evaluation awareness and methods for teachers to address implicit goals in routine activities, and only use of explicit behavioral results as the sole measure of the effectiveness of routine activities.

In terms of evaluation awareness, teachers generally regard the maintenance of order and task completion in routine activities as core values. The implicit goals in regular activities, although not directly manifested as quantifiable behavioral outcomes, are key factors that affect children's long-term social adaptation and academic development [8]. Using explicit behavior as a single evaluation criterion is essentially an incomplete evaluation approach. This is due to the lack of teaching and reflection abilities among teachers themselves. In terms of evaluation tools, the evaluation of implicit goals needs to rely on qualitative evaluation methods, and teachers generally lack professional training and practical experience in such methods. Although some teachers realize the importance of implicit goals as one of the evaluation contents, they also overlook implicit goals in routine activities and ultimately leading to the marginalization of implicit goal evaluation in the core field of routine activities.

This dilemma not only makes it impossible to measure the practical effect of implicit goals scientifically, but also makes it difficult to adjust strategies in the follow-up teaching to better achieve the implicit goals.

4. Suggestions

4.1 Optimize Pre-Service and Post-Service Training for Kindergarten Teachers

Firstly, actively carry out pre-employment training. Normal universities can add theoretical and practical courses related to implicit courses and implicit teaching objectives in order to introduce the basic theory of implicit curriculum systematically. Through simulation teaching and internships, pre-service teachers can master the integration strategies, implementation methods, and evaluation methods of implicit teaching objectives in practice.

Secondly, kindergartens can regularly organize teachers to participate in specialized training on implicit teaching objectives. It is best to encourage teachers to observe excellent routine activity teaching cases through case analysis, practical demonstrations, etc., in a more intuitive way to promote understanding of implicit goals and teaching sensitivity to implicit goals. Kindergartens can also carry out specialized training and teaching research activities in a hierarchical and classified manner. Conduct basic training on identifying individual differences in young children, focusing on how to embed implicit goals for children with different levels of development. In addition, regular post-training sharing sessions are held to encourage teachers to share their successful experiences and typical confusions in dealing with individual differences in implicit goal practice. Through peer evaluation and expert feedback, replicable practical methods are extracted to enhance teachers' ability to design and implement implicit teaching goals in a differentiated manner.

Within the teacher community, internal discussion activities can be organized to encourage teachers to share their understanding and insights on implicit teaching objectives based on their own teaching practices. On this basis, teachers can be grouped and each group can create a 'Value List of Regular Activities'. Let teachers list and introduce the implicit goals that may exist in regular teaching activities, and share them with each other. Not only can it help teachers clarify the types and locations of implicit goals in regular activities, but it can also provide a more structured approach for young teachers who face difficulties in implementing implicit goals, and enhance the overall level of the teacher team's perception and practice of implicit goals.

4.2 Fully Implement Positive Responses in Teacher-Child Interaction

To gain a clear understanding of the most authentic needs of young children, teachers must engage in in-depth verbal communication with them [9]. In the practice of implicit teaching objectives, kindergarten teachers should

transform positive responses into the core carrier for conveying implicit objectives. These teachers' responses are no longer simple affirmative responses, but rather concrete responses that can evoke empathy in young children.

Firstly, describe specific behaviors and establish value connections. Teachers can focus on observable characteristics of children's behaviors, and through precise descriptions of actions, scenarios, and outcomes, enable children to clearly perceive the highlights of their own behaviors. Value connection is based on the description of behaviors, linking children's specific behaviors to implicit goals, explaining the significance behind these behaviors, and helping children achieve cognitive improvement from understanding the surface to understanding the reasons. Secondly, these responses also need to elicit empathy from children. Teachers need to be sensitive to children's emotional signals, firstly acknowledging their emotions, and then guiding them. When teachers first acknowledge children's emotions, it makes children aware that their emotions are understood. Such responses convey the implicit goal of emotional cognition. At the same time, they also provide children with simple methods of emotional regulation, gradually internalizing the implicit goal of emotional management.

Secondly, teachers themselves need to establish an interactive logic of "emotional priority". Implicit goals are not quantitative data similar to explicit goals, but implicit teaching content that includes children's emotions. On the one hand, through thematic teaching research and case review, the interactive ability of empathy to guidance is systematically trained. In the interaction, children's emotions are first accepted in non-judgmental language, and then the psychological motivations behind their behavior are deeply explored. On the other hand, establish a mechanism for interactive reflection between teachers and children, where teachers focus on recording and analyzing the effectiveness of emotional responses in their daily teaching logs, with a particular emphasis on reflecting on whether children's feelings are overlooked during the interaction.

In addition, the kindergarten should also strengthen the supervision of teachers' self-learning. Teachers should enrich their personal understanding of impression goal creation and learning goal theory. Kindergartens can regularly hold large-scale exams or small tests to test the improvement of teachers' personal abilities and ensure the quality of children's learning and development.

4.3 Establish a Scientific, Reasonable, and Comprehensive Implicit Goal Evaluation Mechanism

Overall, kindergartens should establish a scientific and reasonable management evaluation mechanism [10].

Firstly, implicit goals should be evaluated through a combination of process evaluation and developmental evaluation. Qualitative evaluation methods such as observation, recording or anecdote recording should be employed, and teachers are encouraged to use behavior sampling and other methods to dynamically record children's implicit literacy performance during regular activities. At the same time, the implementation of implicit teaching goals can be incorporated into teacher performance evaluations, and a reasonable reward and punishment mechanism can be established to encourage teachers to actively implement teaching based on implicit goals. In terms of evaluation indicator settings, emphasis should be placed on teachers' performance in the planning, implementation, and evaluation of implicit teaching goals. Secondly, the evaluation subjects of the evaluation mechanism should be diversified. This requires teachers not only to have a sufficient and detailed understanding of young children, but also to include parents and other relevant members of society in the evaluation. Teachers can guide parents to record the regular behaviors of young children at home or conduct regular home visits or telephone interviews, allowing parents and teachers to share information about young children in a timely manner. Teachers can also appropriately explain the connotation of implicit goals to parents, so that parents can observe and provide feedback more specifically. Kindergartens can also invite education experts to evaluate together with teachers, which is more professional and scientific, and also allows teachers in charge to learn from the experience of their predecessors during the evaluation process. In this way, a joint evaluation force of home, kindergarten, and community can be formed to avoid the simplification of evaluation perspectives.

5. Conclusion

This article focuses on the implicit teaching objectives in routine activities of kindergartens, defines their connotations and particularities, analyzes the manifestations of implicit objectives in life, games, and transition stages, dissects the three major difficulties and causes of the lack of implicit goal awareness, weak response to individual differences, and lack of evaluation mechanisms in teacher practice, and puts forward suggestions for optimizing pre service and post service training for teachers, implementing positive response to teacher child interaction, and es-

tablishing a scientific evaluation mechanism. The research provides theoretical and practical references for exploring the educational value of routine activities and promoting the comprehensive development of young children. In the future, it can further explore the differentiated paths of implicit goal practice under different park backgrounds, and promote the wider implementation of research results.

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