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Current Situation and Optimized Strategies of Kindergarten-to-Primary School Transition

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A B S T R A C T

The kindergarten-to-primary school transition acts as an irreversible turning point in early childhood developmental trajectories, determining children's long-term learning habits, social interaction modes, and psychological resilience toward formal compulsory education (Bronfenbrenner, 1979; Ye, 2023). Since the issuance of the *Guidelines for the Learning and Development of Children Aged 3 to 6*, all levels of Chinese education administrative departments have issued successive regulatory documents to curb the phenomenon of primary-oriented teaching in kindergartens, emphasizing that transition education should focus on life self-care, concentration training and psychological anticipation rather than advanced literacy and arithmetic cramming. Nevertheless, long-term field observations by preschool education researchers show that structural imbalance still exists in frontline teaching practice nationwide: driven by parents' pervasive academic anxiety, numerous public and private kindergartens still prioritize subject knowledge in senior class transition activities, while neglecting soft-skill cultivation that fundamentally supports children's school adaptation (Ge & Liu, 2021). Cross-national comparative educational research reveals that European and North American preschool systems have built mature long-term two-way linkage mechanisms between preschools and primary campuses, with regular joint lesson planning, mutual classroom observation and children's adaptive exchange activities embedded into institutional daily work, while most Chinese urban kindergartens only carry out one-off primary school campus visits without follow-up supporting curriculum design, resulting in disconnection between pre-school training and primary school real learning scenes (Evans, 2017; Smith, 2021).

When sorting existing domestic academic literature on kindergarten-primary transition, two prominent research gaps can be clearly identified. First, the mainstream data collection modes of current empirical research are limited to parent questionnaires and teacher semi-structured interviews. Such self-reported data are easily affected by social desirability bias, where respondents tend to beautify their daily teaching performance and hide practical dilemmas. Few existing studies take complete semester teaching plans as objective research carriers to conduct large-sample standardized text coding, which can truly restore the hidden educational values and daily teaching arrangements of frontline preschool educators (Li & Zou, 2023). Second, most existing countermeasure research only puts forward single-layer adjustment suggestions from the internal perspective of kindergartens, failing to construct a complete multi-dimensional intervention framework covering national macro educational policies, cross-school joint teaching research, and long-term serialized home-school collaborative education. Many papers separate policy formulation, campus linkage and family guidance into independent discussion modules without analyzing their interactive restrictive relationship from the perspective of ecological environment interaction (Tang, 2016). To fill the above two core research gaps, this study adopts stratified random sampling to select five representative kindergartens of public, private and inclusive non-profit types in the urban area of City C, collects a total of 127 complete semester senior class transition teaching plan texts, and constructs a four-dimensional standardized qualitative coding framework covering habit cultivation, comprehensive ability training, ideological and psychological enlightenment, and primary school environmental preview. After two rounds of independent coding by professional researchers and inter-coder reliability inspection, this paper systematically sorts out the widely adopted integrated "one lesson with multiple functions" curriculum design mode among sample kindergarten teachers, and quantifies the frequency distribution of each subdivision activity type through descriptive statistical calculation.

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The overall statistical results of text coding indicate that the transition teaching system of sample urban kindergartens has taken initial shape, covering children's daily life, classroom learning and psychological adaptation three major adaptive dimensions. However, three prominent structural bottlenecks restricting the effectiveness of transition education are also summarized from massive text materials: the mesosystem interactive channel between kindergartens and primary schools is severely blocked; the form of home-school transition guidance is overly single and lacks serialized long-term activity design; curriculum design presents serious homogenization defects without differentiated targeted training for introverted, slow-response and self-care deficient children. Guided by Bronfenbrenner's four-layer Ecological Systems Theory, this paper further excavates the root causes of the three practical bottlenecks from macro policy, exosystem parent education support, mesosystem school docking and micro classroom teaching four interactive layers, and proposes operable hierarchical optimization paths targeting education administrative departments, normal university pre-service training systems, kindergarten frontline teachers and family guardians respectively. This research expands the application of text qualitative analysis paradigm in domestic preschool transition research, supplements large-sample objective empirical data for the field, and provides localized operable curriculum adjustment reference for urban and rural early childhood education practitioners and educational managers.

Keywords: *kindergarten-primary transition; senior class teaching plan; text qualitative analysis; ecological systems theory; early childhood school adaptation*

1. Introduction

The smooth transition from kindergarten to primary school has long been regarded as a core research proposition of early childhood education sociology and developmental psychology across the world. A large quantity of longitudinal cohort tracking research conducted by Western developmental psychologists confirms that the adaptive state formed during the kindergarten-primary transition stage will produce sustained cumulative effects on children's academic performance, interpersonal communication ability and mental health throughout the six years of primary school (Montessori, 1949; Dahlberg et al., 2007). Children who lack systematic transition cultivation are more likely to generate learning weariness, classroom fear and social avoidance behavior after entering Grade One, and such negative psychological states cannot be easily eliminated through short-term remedial training in primary schools. Against the background of the popularization of nine-year compulsory education and the comprehensive expansion of domestic preschool education scale, the contradiction between parents' utilitarian educational demand and national non-primary-oriented policy has become increasingly prominent, which directly distorts the actual implementation logic of senior class transition courses in numerous kindergartens (Xiao, 2020). Many parents take the number of Chinese characters children can recognize and the speed of oral arithmetic as the core standard to judge the quality of kindergarten education, which forces preschool teachers to compress habit training and psychological guidance links to increase subject teaching time under the pressure of parent satisfaction assessment. Such deformed teaching arrangement forms a vicious cycle: excessive knowledge cramming leads to children's early learning burnout, further intensifying parents' anxiety about children's academic foundation, and puts forward higher requirements for kindergarten advanced teaching content.

From the perspective of social group stratification, the cognitive difference of transition education among families with different educational backgrounds cannot be ignored. Parents with bachelor's degree or above generally pay attention to the cultivation of children's self-management ability and positive learning attitude, and can actively cooperate with kindergartens to carry out habit training at home. However, parents with junior high school or below educational attainment mostly hold the concept of "early learning equals good grades", and put forward clear requirements for kindergartens to carry Chinese and mathematics teaching (Huang, 2022). This cross-group cognitive divergence results in inconsistent teaching demands faced by the same kindergarten teachers when arranging transition courses, making it difficult for frontline educators to form unified and stable curriculum design standards. Primary school frontline teachers also continuously feedback practical problems to academic circles in recent years: a large proportion of newly enrolled first-grade students cannot independently organize schoolbags, arrange stationery or follow continuous classroom discipline, and lack

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basic initiative to communicate with teachers and peers when encountering difficulties, which fully reflects the omission of adaptive training links in current kindergarten transition education (Li, 2023).

After systematically combing CNKI core journals and master's dissertation databases in recent five years, two obvious deficiencies of domestic transition research can be summarized. First, research data sources are overly single. Most researchers adopt questionnaire and interview methods to collect subjective self-reported information, while objective text carriers such as long-term continuous teaching plans are rarely selected as research objects. Questionnaire data is inevitably interfered by social expectation effect: when facing survey questions related to teaching quality, teachers will deliberately downplay the problems existing in their own curriculum design and overstate the implementation effect of transition activities. In contrast, teaching plans are formulated by teachers for daily classroom teaching arrangement, without subjective beautification intention, which can more objectively reflect the real allocation proportion of various training links in daily transition courses (Ye, 2023). Second, existing research discussion layers are relatively superficial. Most papers only independently discuss policy suggestions, kindergarten internal reform or family education guidance, without analyzing the mutual restriction and mutual promotion relationship among the three dimensions under a unified theoretical framework. There is a lack of systematic multi-layer improvement strategies formed by combining macro policy guarantee, medium school linkage and micro classroom practice, resulting in the countermeasures proposed by previous literature being fragmented and difficult to form a closed-loop intervention system (Zeng, 2022).

Based on the above research background and literature review analysis, this paper puts forward the core research assumption of this study: under the guidance of national zero-start policy, urban public and private kindergartens have basically built multi-dimensional transition training systems covering life, study and psychology in senior class teaching plan design, but obvious structural defects exist in the two-way linkage between kindergartens and primary schools and differentiated personalized curriculum design. On this basis, three progressive research objectives are clarified. First, construct a standardized four-dimensional qualitative coding framework suitable for domestic senior class transition teaching plan text analysis, and sort out all subdivision activity types contained in transition curriculum design through large-sample text coding statistics. Second, summarize the mainstream integrated curriculum design mode of sample kindergartens, and excavate the internal root causes of three prominent practical bottlenecks from the four-layer interactive perspective of Ecological Systems Theory. Third, build a complete multi-level closed-loop optimization strategy covering macro education administrative policy, normal university pre-service training, kindergarten inter-school joint teaching research and serialized home-school collaborative education, and put forward targeted operable suggestions for all stakeholders in early childhood education field.

2. Literature Review & Theoretical Framework

Early continuous education theory proposed by Montessori (1949) laid the ideological foundation for global kindergarten-primary transition research. Montessori pointed out that preschool and primary education belong to a complete continuous developmental chain of children, and the sudden separation of activity mode, management rhythm and evaluation standard between the two stages will bring long-term psychological trauma to young children, which cannot be repaired by short-term adaptive training after enrollment. Western scholars on this basis further subdivided children's school adaptation into four mutually associated core dimensions: daily life adaptation, classroom learning adaptation, interpersonal social adaptation and psychological emotional adaptation (Evans, 2017). Domestic scholars combined China's compulsory education actual situation to supplement homework adaptation and classroom collective rule awareness two localized observation indicators, forming a more comprehensive evaluation system of children's transition effect (Wang, 2023). A large number of domestic longitudinal tracking empirical studies have verified the internal logical correlation between transition education mode and children's long-term learning state: scientific comprehensive transition training focusing on soft ability can significantly improve children's learning initiative and classroom participation in primary school, while transition teaching dominated by

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advanced knowledge cramming will lead to early learning burnout and frequent rebellious behavior in Grade One (Ge, 2019; Huang & Qin, 2024).

Three mainstream research paradigms dominate domestic kindergarten-primary transition academic circles at present, which are quantitative questionnaire survey, semi-structured qualitative interview and small-scale child action intervention research respectively. Each paradigm has its own advantages and inherent limitations. Questionnaire research can quickly collect large-scale sample data, but the authenticity of data is difficult to guarantee due to subjective bias of respondents; interview research can dig deep into teachers' inner real perception, but the research scope is narrow and difficult to form overall quantitative summary of curriculum mode; child intervention research can verify the actual effect of specific activities, but the sample capacity is small and the research cycle is long, which cannot realize the overall sorting of long-term daily teaching arrangement of kindergartens (Li & Zou, 2023). The text qualitative analysis method adopted in this study belongs to a relatively emerging mixed research paradigm in domestic preschool education field, which integrates the advantages of large-sample statistics and objective material analysis, and can avoid all kinds of subjective deviation existing in self-reported data. At present, only a small number of master's theses take individual case teaching plans as research materials for fragmentary discussion, and no academic paper adopts large-sample full-semester teaching plan text coding to systematically summarize the overall layout law of transition courses, which creates obvious research innovation space for this paper (Ye, 2023).

After integrating domestic core journal papers and postgraduate thesis literature published in the past decade, the common practical difficulties of current kindergarten-primary transition teaching can be summarized into three categories. The first category is the widespread primary-oriented hidden danger in partial private and individual public kindergartens, which is mainly caused by parents' utilitarian educational anxiety and the lack of regular supervision of teaching implementation by grass-roots education departments. The second category is the disconnection between kindergarten and primary school education, reflected in the absence of normalized joint lesson preparation, mutual observation and children's pre-entry exchange mechanism between two types of schools. The third category is the disconnection between kindergarten education and family education, manifested as parents' backward transition cognition and the single form of home-school communication organized by kindergartens (Xiao, 2020). However, the optimization countermeasures proposed by most previous literatures only aim at single defect, without linking multiple restrictive factors under a unified theoretical framework to form a systematic solution covering policy, school and family three layers (Tang, 2016).

Bronfenbrenner's Ecological Systems Theory published in 1979 is selected as the core theoretical support of this research. The theory breaks the single-factor analysis mode of traditional child development research, and divides children's growth and education environment into four nested interactive layers from inside to outside, namely microsystem, mesosystem, ecosystem and macrosystem. Microsystem refers to the direct daily interactive environment that children contact every day, including kindergarten classroom and family life scene, which is the core carrier for transition education to land and implement specific training activities. Mesosystem represents the interactive connection between multiple different microsystems, the most typical of which is the docking communication between kindergartens and primary schools, as well as daily home-school information exchange and cooperative education. Ecosystem is the indirect environmental factor that indirectly affects children's growth without direct contact with children, including kindergarten administrative management mechanism, primary school teaching research group, local parent education training institutions and other institutions. Macrosystem covers the top-level institutional and cultural environment restricting all lower-layer systems, including national preschool education laws, curriculum guidance documents, compulsory education policy orientation and the overall educational concept of the whole society (Bronfenbrenner, 1979). The smooth school adaptation of children is the comprehensive interactive result of the four layers of environment. If any layer of the system has communication block or institutional deficiency, it will form continuous obstacles to children's transition adaptation. This study takes the four-layer nested interactive logic of Ecological Systems Theory as the core analysis framework, takes the coded text data of senior class transition teaching plans as research variables, analyzes the practical defects reflected by statistical results layer by layer from macro to micro, and constructs corresponding targeted optimization strategies

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for each system layer, forming a complete theoretical analysis and practical improvement closed loop. The overall conceptual logic of this research is as follows: collect and anonymize sample teaching plan texts → construct standardized four-dimensional coding framework and complete double independent coding → count the frequency of each activity type and summarize mainstream curriculum modes → analyze three practical bottlenecks based on four-layer ecological interaction logic → put forward hierarchical operable optimization strategies corresponding to each ecological layer.

3. Methodology

This study adopts standard descriptive qualitative text analysis design recognized by international social science academic circles, which fully conforms to the qualitative research paradigm summarized by Creswell & Poth (2018). The whole research process strictly follows four sequential standardized operation links of sample screening, text collection and anonymization, double independent coding and reliability inspection, statistical sorting of coding results, without any artificial experimental variable intervention, which is suitable for large-sample educational teaching text sorting and curriculum mode induction research. In terms of sample selection, stratified random sampling method is strictly adopted to ensure the representativeness of research samples, avoid the limitation of single-type kindergarten sample leading to one-sided research conclusion. The sampling frame covers all public, private high-quality and inclusive non-profit kindergartens in the urban area of City C, and five target research institutions are extracted by random stratification, including 2 public kindergartens, 2 high-quality private kindergartens and 1 inclusive non-profit kindergarten. All senior class teachers of the five sample kindergartens were contacted to collect full academic year transition-related teaching plan materials, and fragmented single activity drafts without systematic semester curriculum design were eliminated in the screening link, because such scattered drafts cannot reflect the long-term stable overall curriculum layout of kindergartens. After sorting and cleaning, a total of 127 valid complete semester teaching plan texts are retained as core research materials of this paper.

The core research tool of this paper is self-designed four-dimensional qualitative coding framework, which has gone through three rounds of repeated revision and expert demonstration to ensure the rationality of classification logic and the clarity of marking standards. The first round of revision is preliminary sorting, randomly extracting 20% of the sample texts to sort out all transition activity types appearing in the materials, and preliminarily dividing primary and secondary classification items; the second round is expert demonstration, inviting two associate professors with more than ten years of preschool education research experience to review the classification framework, eliminate overlapping and ambiguous subcategories, adjust the unreasonable logical order of primary dimensions; the third round is pre-coding test, randomly selecting 30 teaching plan texts for trial coding, adjusting the vague description of marking standards according to the problems found in the test, and finally forming the formal coding table used in this research. The formal coding framework sets four primary categories consistent with the four adaptive dimensions of children's transition: habit cultivation, comprehensive ability training, ideological and psychological enlightenment, primary school environmental preview. Each primary category corresponds to multiple clear subdivided secondary activity types, and each secondary type is equipped with exclusive text marking judgment standard to avoid subjective difference of coding personnel in the identification process.

In terms of specific data collection and standardized operation procedures, researchers first submitted formal research application materials to the administrative person in charge of each sample kindergarten, detailedly explained the research purpose, research operation flow and data confidentiality guarantee measures, and obtained written official research permission from all institutions before collecting any text materials. All collected electronic and paper teaching plan texts carry out comprehensive anonymization treatment uniformly, completely erase all identifiable information including kindergarten full name, teacher name, class number, student information and campus address, to fully protect the privacy of institutions and individual teachers and avoid the risk of information leakage in subsequent paper publication. Two researchers who have received systematic qualitative research training and mastered

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preschool professional knowledge independently complete all coding work according to the unified formal coding table, and do not communicate with each other in the coding process to avoid mutual interference of judgment standards. After both coders finish all text marking work independently, the two researchers compare all classification inconsistent items one by one, carry out group discussion combined with the original text content of teaching plans, and reach unified marking standards for all inconsistent items. After the consistency adjustment is completed, inter-coder reliability coefficient is calculated to test the stability and validity of coding results, ensuring that the text coding data of this paper can be used for subsequent statistical analysis and result interpretation. After finishing unified sorting of all consistent coding results, frequency statistics and proportion calculation of each secondary subdivision activity type are carried out, and the mainstream integrated curriculum design mode of sample kindergartens is summarized according to the proportion distribution of each activity dimension.

This research strictly abides by all human subject's research ethical specifications stipulated by APA 7 Edition and domestic preschool education academic research management norms. All collected teaching plan text materials are only used for exclusive academic analysis and paper writing of this study, and will not be used for any commercial publicity, institutional evaluation, kindergarten ranking and other non-academic purposes. All identifiable personal and institutional information has been completely removed in the data processing link, and no kindergarten, teacher or student related private information will appear in the full text of the paper. Before collecting any text materials, all kindergarten administrators and participating teachers fully understand the research content and voluntarily sign informed consent documents, with the right to refuse to provide materials and withdraw from the research at any time in the process. All original electronic files and paper manuscript materials of teaching plans are stored in the researcher's encrypted private storage equipment, and will be permanently and completely deleted one year after the completion of this research to eliminate the hidden danger of data leakage in the long run.

4. Results

After systematic unified double coding and inter-coder reliability inspection of 127 valid complete semester teaching plan texts, descriptive frequency statistics and proportion calculation are carried out for all four primary coding dimensions and their corresponding secondary subdivision activity types, and the overall layout characteristics of transition courses of sample urban kindergartens can be clearly summarized from the statistical data. In terms of the overall distribution proportion of four major training dimensions, comprehensive ability training dimension accounts for the highest proportion of all transition activity designs, reaching 34.2%, which fully reflects that frontline preschool teachers attach great importance to children's hands-on operation, sports exercise and basic mathematical thinking cultivation in daily transition teaching. The second highest proportion is habit cultivation dimension accounting for 31.7%, which indicates that teachers generally take children's daily self-management, time concept and rule awareness as the core basic training content of senior class transition. Ideological and psychological enlightenment dimension accounts for 22.1% of the total activity proportion, and teachers set up corresponding themed activities around self-cognition, traditional art edification and graduation future outlook to shape children's positive expectation of primary school life. The primary school environmental preview dimension occupies the lowest proportion of all activity types, only 12.0% of the total design volume, and almost all the related activities are single primary school campus visit arrangements without supporting follow-up simulation classroom, communication sharing and other extended training links.

From the subdivision activity type distribution under each primary dimension, two secondary activity types of rule training and time awareness training under the habit cultivation dimension appear most frequently in all texts, and teachers mostly adopt game-based grouping activity design to guide children to form stable daily self-care and time management habits. Under the comprehensive ability training dimension, handmade creation and physical exercise activities are arranged more frequently than mathematical enlightenment

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and hands-on reinforcement items, reflecting that teachers pay more attention to children's motor development and creative thinking cultivation in transition courses. Under the ideological and psychological enlightenment dimension, graduation and future outlook themed activities have the highest frequency, and teachers carry out graduation ceremony planning, growth story sharing and other activities to ease children's fear of leaving kindergarten and entering primary school. The most prominent overall feature reflected by all coded text data is the wide popularization of integrated "one lesson with multiple functions" curriculum design mode. A single complete theme activity can simultaneously cover habit training, ability exercise and psychological guidance multiple training goals, avoiding fragmented single-function activity arrangement scattered in early kindergarten transition curriculum design, which fully proves that sample kindergarten teachers have broken the one-sided knowledge cramming misunderstanding and formed a comprehensive all-round adaptive training teaching concept guided by children's balanced development.

Three prominent structural practical bottlenecks restricting the overall effectiveness of transition education can be summarized by extracting the implicit defects of massive coded teaching plan texts. The first bottleneck lies in the serious blockage of mesosystem interactive channel between kindergartens and primary schools. The proportion of primary school environmental preview activities is far lower than other three core training dimensions, and no teaching plan text involves joint lesson preparation, mutual classroom observation, joint theme activity design and regular long-term teaching research exchange between kindergarten teachers and primary school teachers. From the perspective of Ecological Systems Theory, the two core microsystems of kindergarten and primary school lack stable mesosystem interactive medium, resulting in teachers cannot accurately grasp the real learning rhythm, classroom discipline requirements and homework arrangement standard of primary school, leading to disconnection between transition activity design and children's actual primary school adaptive demand. The second bottleneck is the single and superficial form of home-school collaborative transition guidance belonging to exosystem deficiency. Most teaching plans only attach short text reminder notices for parents after themed activities, without serialized monthly parent special training lectures, continuous weekly parent-child co-practice task design and long-term home-school communication themed meetings. Teachers rely on parents' spontaneous cooperation with transition training, without systematic standardized home-school collaborative guidance mechanism, which leads to inconsistent educational concepts and training rhythm between families and kindergartens, and weakens the overall effect of children's adaptive cultivation. The third bottleneck is the homogenization defect of microsystem classroom curriculum design. Nearly 89% of all transition themed activities adopt unified collective game design facing all children in the class, and less than 11% of teaching materials set differentiated small-group training links for introverted children, children with slow response speed and poor self-care ability. Homogenized unified curriculum ignores the individual adaptive difference of each child, cannot provide targeted intervention training for vulnerable adaptive groups, and restricts the pertinence and overall effect of transition education.

5. Discussion

Combined with the overall frequency statistical results of four major training dimensions of sample kindergarten transition teaching plans, the overall structural advantages of current urban kindergarten senior class transition curriculum design can be fully interpreted under the background of national zero-start compulsory education policy. The four-dimensional complete coverage of habit, ability, psychology and environmental preview training fully shows that after years of policy popularization and frontline teaching adjustment, most urban kindergartens have completely abandoned the one-sided advanced knowledge cramming transition mode widely existed ten years ago, and built a multi-dimensional balanced training system focusing on children's all-round adaptive development (Pei, 2023). The integrated "one lesson with multiple functions" activity design mode adopted by most teachers effectively solves the problem of limited teaching hours in senior class, and realizes the organic integration of multiple training goals in a single theme activity, which is a practical teaching summary formed by frontline preschool educators after long-term classroom practice, and has obvious promotion value

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for grassroots kindergartens with insufficient teaching resources. However, the extremely low proportion of primary school environmental preview activities reflects the common cognitive bias of most frontline teachers: they excessively attach importance to the cultivation of internal comprehensive ability and living habits in kindergarten classrooms, while ignore the importance of external campus environmental adaptive experience for eliminating children's fear of unfamiliar primary school scenes. One-off simple campus visit cannot help children form continuous and in-depth cognition of primary school daily study and life, and the lack of follow-up extended training activities will form obvious environmental adaptation hidden danger when children formally enter Grade One.

On the basis of Bronfenbrenner's four-layer Ecological Systems Theory, this paper further excavates the multi-layer internal root causes of three prominent practical bottlenecks reflected by coding statistical data, and carries out layered analysis from macro, exo, meso and micro system perspectives respectively. The blockage of mesosystem kindergarten-primary linkage channel originates from the deficiency of macrosystem policy supporting norms. At present, local education administrative departments have not issued mandatory institutional documents to standardize the long-term joint teaching research mechanism between kindergartens and primary schools, and there is no clear assessment index linking two-way docking work to annual campus performance appraisal (Zeng, 2022). Without top-level institutional constraint and guidance, primary schools and kindergartens lack internal driving force to carry out regular mutual exchange activities, resulting in the long-term disconnection of mesosystem interactive channels. The single form of home-school collaborative guidance belongs to the common deficiency of ecosystem supporting resources construction. Local education bureaus have not compiled unified serialized parent education guidance manuals targeting kindergarten-primary transition and distributed to all grassroots kindergartens free of charge, and there is no normalized regional public parent training platform organized by education departments (Xiao, 2020). Most kindergartens can only rely on self-made simple notice materials to carry out family guidance work, without systematic curriculum support, which directly leads to superficial home-school cooperation and inconsistent educational concepts between families and kindergartens. The homogenization defect of microsystem classroom curriculum design comes from the limitation of pre-service teacher training content and daily teaching workload pressure. Normal university preschool education majors mostly take unified collective activity design as the core teaching content during student training, and set few courses about differentiated layered curriculum design for children with different adaptive levels (Li & Zou, 2023). After entering the post, teachers face heavy daily class management and activity arrangement pressure, and tend to adopt unified collective games to reduce classroom management difficulty, resulting in long-term neglect of individual adaptive difference of children in transition curriculum design.

Corresponding to the four-layer nested interactive structure of Ecological Systems Theory, this paper constructs operable multi-layer closed-loop optimization strategies covering macro education administrative policy, exosystem parent education resource construction, mesosystem kindergarten-primary linkage mechanism and microsystem classroom differentiated curriculum design. From the macrosystem policy level, provincial and municipal education administrative departments shall issue special standardized guidance documents for kindergarten-primary two-way transition, clearly define the regular joint lesson preparation, mutual classroom observation and student exchange activity frequency of two types of schools, and include long-term docking work into annual school quality assessment indicators. Normal colleges integrate preschool and primary school pre-service training curriculum systems, add differentiated layered curriculum design courses into preschool major compulsory modules, cultivate teachers' individualized teaching awareness from the source. From the exosystem resource construction level, local education bureaus compile unified serialized transition parent education resource packages including monthly lecture outline and weekly parent-child task list, and organize regional public free parent training lectures every semester to unify family educational cognition and transition training rhythm. From the mesosystem linkage mechanism level, take urban district as unit to build permanent joint teaching research group composed of nearby kindergartens and primary schools, carry out monthly joint theme activity design and freshman adaptive exchange meeting, arrange primary school teachers to enter senior class to carry out real primary life sharing activities every semester. From the microsystem classroom teaching level, teachers divide children into three adaptive groups of excellent, medium and weak according to daily classroom performance, set

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differentiated activity goals for small groups in all transition themed activities, and arrange serial primary school simulation classroom, class meeting and hand-in-hand communication activities after campus visit links to deepen children's cognition of primary school environment and eliminate psychological fear of enrollment.

This research forms three distinct theoretical contributions to domestic preschool transition education research field. First, it expands the application scope of Bronfenbrenner's four-layer Ecological Systems Theory in Chinese localized kindergarten-primary transition empirical research, constructs a complete four-layer system defect analysis framework targeting frontline kindergarten teaching practical problems, and enriches the theoretical application cases of domestic early childhood education sociology research. Second, the standardized four-dimensional teaching plan qualitative coding framework independently designed in this paper provides operable unified research tools for subsequent similar text analysis research of senior class transition curriculum, solves the problem of inconsistent classification standards existing in scattered case study literatures in the past, and improves the comparability of follow-up related research data. Third, this paper supplements large-sample continuous semester objective text statistical data for domestic transition research, makes up for the single subjective questionnaire and interview data deficiency of most previous empirical papers, and provides more objective empirical basis for subsequent theoretical deduction and strategy formulation. Three obvious research limitations exist in this paper, which need to be supplemented and improved by follow-up research. First, the sampling scope is limited to urban kindergartens in single City C, without covering rural township preschool institutions, and the research conclusion cannot be directly generalized to rural kindergarten transition education scenes. Second, this research only carries out static text coding analysis of written teaching plan materials, and does not combine on-site classroom field observation to verify the actual implementation effect of these designed activities in real senior class teaching. Third, the research design does not include long-term tracking investigation of children's primary school adaptive performance after enrollment, and cannot measure the long-term influence of different transition curriculum modes on children's sustained learning state. Corresponding targeted future research directions are put forward on the basis of research limitations: expand cross-regional urban and rural kindergarten sampling to carry out comparative text analysis of transition curriculum; adopt mixed-method research integrating text coding, classroom field observation and child longitudinal tracking to excavate the long-term practical effect of differentiated layered activities; further optimize the text coding framework of transition teaching plans and carry out targeted curriculum intervention action research for adaptive vulnerable children.

6. Conclusion

Guided by Bronfenbrenner's four-layer Ecological Systems Theory, this paper adopts stratified random sampling and descriptive qualitative text analysis research methods, taking 127 complete semester senior class transition teaching plans of five representative urban kindergartens in City C as core research materials to systematically explore the overall design characteristics and prominent structural practical bottlenecks of domestic urban kindergarten-primary transition curriculum. The statistical results of standardized double text coding show that under the guidance of national zero-start compulsory education policy, sample urban kindergartens have built a complete four-dimensional transition training system covering life habit cultivation, comprehensive ability training, ideological and psychological enlightenment and primary school environmental preview in senior class curriculum layout, and the integrated "one lesson with multiple functions" theme activity design mode has been widely popularized among frontline preschool teachers, which proves that the overall construction of transition teaching in domestic urban kindergartens has achieved obvious progress in recent years, and the previous single knowledge cramming biased teaching mode has been basically eliminated. Nevertheless, three core structural bottlenecks still exist in the actual implementation of transition courses reflected by massive text materials: the mesosystem interactive linkage channel between kindergartens and primary schools is seriously blocked, the exosystem home-school collaborative guidance supporting resources are insufficient and the guidance form is overly single, and the microsystem classroom curriculum design has

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prominent homogenization defects lacking differentiated layered training for children with different adaptive levels. Starting from the four-layer nested interactive logic of Ecological Systems Theory, this paper excavates the multi-layer internal root causes of the three practical bottlenecks from macro policy, exosystem resource construction, mesosystem campus linkage and micro classroom teaching four dimensions, and constructs a complete multi-layer closed-loop operable optimization strategy covering education administrative departments, normal university pre-service education institutions, kindergarten frontline teachers and family guardians respectively. This research enriches the application paradigm of objective text qualitative analysis in domestic preschool transition education research field, supplements large-sample localized continuous semester empirical text data for relevant academic research, and provides standardized unified coding research tools and targeted curriculum optimization reference for frontline preschool educators and regional education managers. Subsequent multi-region urban and rural mixed-method longitudinal tracking research is required to further verify the long-term adaptive influence of differentiated layered transition curriculum on children of different growth backgrounds, and continuously improve the systematic construction of domestic kindergarten-primary two-way transition education system.

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