

Problems and Countermeasures in Early Family Education

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Abstract

Family is the main living place for infants and young children. Scientific family early education plays an important positive role in infants and young children's physical and mental health development. By combing the existing literature, this paper expounds the importance of early education, different ways of family upbringing and the status quo of early family education in different countries, and finds out the reasons for the differences in early family education, and then puts forward suggestions from the perspective of parents, nursery service institutions and the government.

Keywords

Family Education; Early Education; Problems and Solutions.

1. Introduction

Infants' physical development is the fastest stage in their life, especially in the three years after birth, which can be called "legendary" [1,2]. From the perspective of educational investment and income of economic investment, early education should be invested as soon as possible [3]. Family is the main place for the life and activities of infants and young children. Family education has an irreplaceable influence in their lifetime [4]. Investment in family early education and its quality are directly related to the early physical and mental development of infants and young children.

2. The Importance of Early Education

Early childhood education plays an active role in the quality of learning and social development of infants and young children [5,6]. China has incorporated early childhood development into the "Health China 2030 Program Outline" and upgraded it to a national strategy. In the China Infant and Young Child Development Outline (2011-2020), it is clearly pointed out that family education at all levels should be promoted [1]. Establishment of educational guidance institutions to provide professional family education guidance services for parents [7]. About 25% of infants aged 0-3 in OECD countries receive early education, and more than half of them in Denmark and Iceland [8]. Countries attach great importance to early education because infants and young children who have received early education, even the disadvantaged, have improved their cognitive and academic performance in childhood, and children who have received two years of early education are better than those who have received one year of early education [9,10].

Early education for infants mainly comes from families. In infancy, IQ is proportional to stimulus in family environment. 3-month-old infants' response to stimulus can predict their 4-year-old IQ [11,12], and parents' behavior has a subtle influence on infants [1,13,14]. Parents have generally recognized the importance of early family education, but as women move to the workplace, more infants and young children enter nursery service institutions. High-quality

nursery service institutions have a positive impact on infants' learning quality and social development [15,16].

3. Characteristics of Infant Development

The maturity and development of infants and young children have certain stages and regularity. Due to the limitation of language expression, infants and young children's behavior can not be understood by adults, but it has its own logic and can put forward its own solutions in the absence of adults. At the same time, infants and young children at different stages show unique sensitive periods and differences. Girls are significantly better than boys in prosocial behavior [5, 17, 18].

The newborns have the ability of continuous attention, and their attention tends to be stable with age, and their self-control is constantly improving. Moreover, newborns have been able to distinguish between old and new stimuli, showing a "preference" for new stimuli, learning through playing and exploring interaction with the surrounding world [1,5,19], Obtaining pleasure through observation, with the development of motor skills, different types of games appear, see Table 1 [19,20].

Table 1. Children of Different Months of Age and Major Play Types

Month Age	Game Type
4-4.5 months or so	Observation Game
Seven months later	Action Games began to emerge
Nine months	hiding games, action games
Two years after birth	still can't play alone. Numb

4. The Present Situation of Early Family Education

At present, parents have realized the importance of early education because of the small number of family children, high educational background of caregivers and parents. However, they mainly acquire early education knowledge through TV and magazines. The focus is only on care and habit formation [19, 21].

Game is the main way of learning and activity for infants and young children. In family early education, the number of parent-child games is small and the quality is poor [13, 19]. But father's positive emotions can promote the development of pro-social behavior of infants and young children [5], while father's absence in nurturing infants and young children [15]. And at present, parents accompany their children with insufficient time and experience, the general existence of the care of (foreign) grandparents, so there will be cross-generational upbringing [3, 13, 15, 18]. Intergenerational rearing is more conducive to the development of peer interaction for infants and young children, but there are also problems of spoiling.

4.1. Current Situation of Different Family Rearing Styles

Family upbringing has a great impact on infants and young children, and the upbringing styles of mobile families and urban families are different [13], see Table 2 [24,25,26].

Table 2. The parenting styles of different families

Family upbringing mode	Mobile family	Urban family
Educational efficacy neglects education Pragmatic Acts	Neglect education; Neglect social emotional development Simple response; prohibit improper action	Focus on Living and Ignore Education Favorable to Pragmatic Development; Praise Appropriate Behavior
Praise of Appropriate Acts	There is no significant difference in cognitive development (with age, there may be significant difference)	

4.2. The Current Situation of Early Family Education in Different Countries

OECD and the United Nations Foundation for Infants and Young Children both emphasize the importance of early family education. Countries have provided support for early family education through funding and other means, See Table 3 [1, 14].

Table 3. Support modalities for early family education in countries

Country	Support modalities
Sweden	A brochure to promote children's language development
Australia	Free hotline for preschool education information
Germany	Family Office
New Zealand	Plukat Plan
U.S.A	Early learning and development standards extend to age 0

There are also many experiences in parental education abroad for our reference, see Table 4 [7].

Table 4. Types of parental education projects

Project type	Target groups	Main purpose	Project effectiveness
PMT Project	Parents of infants aged 3-14	Improving a series of problem behaviors in infants and young children	Significant improvements in educational skills
HNC Project	Parents of 3-8-year-olds with rebellious behavior	Improving the Reverse Behavior of Infants and Young Children	It lasts through adolescence and early adulthood.
PCIT Project	Parents of infants aged 2-8	Improving rebellious, aggressive and hyperactive behavior of infants and young children	It reduces parents' improper parenting strategies and increases positive parenting strategies.
IY Series Project	Parents of infants aged 0-12		Increased positive correctional behaviour

5. Analysis of the Causes of the Differences in Early Family Education

There are uncertainties in the development of infants and young children, which are caused by the mystery of human growth, the complexity and imperfection of social culture, and the imitation and implicitness of infants and young children's learning behavior. In this uncertain situation, the problems of infants and young children are more likely to come from early family education [18].

Different families have different ways of rearing. There are three reasons for this difference: firstly, influenced by economic factors, urban families have more resources and relatively higher income, which can provide more financial support for infants' educational materials and early education opportunities, while mobile families have the opposite effect; secondly, parents themselves understand it. There are differences in abilities. Parents' sense of parenting efficacy and involvement are different. There are positive correlations between parenting efficacy and early education participation, involvement and security attachment. Mothers' language use ability in mother-child interaction may be related to infants' language use ability. In addition, it is also affected by themselves. Psychological factors and the impact of social situation; Third, family early education related expertise is different, urban family mothers have relatively higher education, have higher learning ability to grasp the characteristics of physical and mental development of infants and children and early education related knowledge [18,22,25,27,28,29].

The main reason for the difference of family early education in different countries is the influence of the national government. The development of family early education in Sweden, Australia, New Zealand and other countries can not be separated from the support of national funds. However, the funds devoted to family education guidance in China are very little, and it is difficult to find in policy documents. To family early education guidance funds related content [3].

6. Suggestions on Early Family Education

Since Rousseau's time, early education began to pay attention to infants and young children, providing them with early education and respecting their natural development [18]. Both Confucius and Yan Zhitui's educational thoughts emphasize that parents should carry out early education for infants and young children [30,31], pay attention to their comprehensive development, pay attention to their personality and social development [15], especially in language, learn bilingualism and multilingualism to promote infants' cognitive and social development [1,32].

6.1. Suggestions for Parents on Early Family Education

Parents play a vital role in family early education, so parents' early education consciousness should be paid full attention to [27].

6.1.1. Emphasizing the Educational Value of Family Environment

Family is the first place for infants to grow up. Different family environments shape different infants [5]. Yan Zhitui's family instruction and the story of "Meng Mu Chooses Neighbors" all emphasize the role of the humanistic environment on the subtle influence of children. We should pay attention to the words and deeds of parents and people around them, and set a good example for children [31, 32]. Therefore, full attention should be paid to the educational value of family environment for infants and young children. In front of infants and young children, parents should show more positive aspects, including parents' behavior and behavior, as well as their attitude towards infants and young children, so that infants and young children can receive as little negative information as possible [5].

6.1.2. Scientific Way of Family Education

Scientific family education needs high-quality companionship. It advocates that parents take care of infants and young children directly. They have time guarantee and emotional input. If they cannot take care of infants and young children in person due to conditions, they should be accompanied as much as possible and have fixed caregivers, so that infants and young children can establish a sense of security. [13, 33] Pay attention to the special role of mothers in early family education, and encourage fathers to participate more in early family education of infants [5, 15]. Infants with different temperament characteristics are guided by a positive attitude to create a warm and relaxed way of family upbringing for infants and children, and promote their social development [13]. Parents can participate in the process of infant games, provide support for infant games, provide a "symbol" paradigm for imaginary games, develop individual games into parent-child games, and help them understand the symbolic relationship between physical objects and game materials [13, 19].

Parents' love for infants and young children should also pay attention to their scientific nature. They should not only cooperate with each other strictly, but also abide by universal love. Because the physical and mental development of infants and young children has stages, parents should give more attention to promote their physical and mental health development. At the same time, the physical and mental development of infants and young children has a sensitive period, parents should also be strict requirements, so that infants and young children can achieve maximum development in the sensitive period [31].

In the peer relationship of infants and young children, parents should guide infants and young children through scientific methods, not only to guide infants and young children to communicate with peers, but also to guide infants and young children to establish good peer relationship and promote the development of pro-social behavior [13]. The development of pro-social behavior of infants and young children has a positive impact on the subsequent social interaction effect.

6.1.3. Multi-channel Access to Family Education Knowledge

The ability of family early education requires parents to have the knowledge of early education. The knowledge of family early education includes the law of infant's physical and mental development and the related knowledge of educational methods. These knowledge can be obtained not only through the network and books, but also by consulting and exchanging experts, elders and other parents, and also by participating in various activities. Family education guidance services. Through a variety of ways to understand the knowledge of early family education, and can be flexibly applied to their own family education, and then improve their early family education ability [3, 13, 15, 25]. There is a certain relationship between the learning and application of family early education knowledge and parents' educational level, but as long as parents attach importance to family education of infants and young children, and can obtain relevant knowledge through various channels, through long-term life of infants and young children, the ability of family early education will be invisibly developed.

6.2. Suggestions on Early Family Education of Nursing Service Institutions

Nursing service institutions should not only provide early education services for infants and young children, but also provide early education guidance services for parents. At present, parent-child activities are the main activities carried out by nursery service institutions in China. Therefore, in educational activities and daily life, nursery service institutions should pay more attention to the problems of parents in early education, so as to provide scientific guidance. Attention should be paid to the universality and individuality of parents' problems in early education. The universality should take more account of parents' understanding of early education, mastery and understanding of early education knowledge and social environment, while the individuality should take more account of the specific situation of families and the

special situation of infants and young children. Questions provide more targeted guidance. In the early education guidance provided by parents, firstly, parents should be encouraged to participate more in the activities of infants and young children to meet their basic needs and to play games with infants and young children. Secondly, parents should be encouraged to pay attention to good behavior, ignore minor problems and give more positive responses to infants and young children. Training methods are diversified and parents are encouraged to learn by doing [7].

6.3. Suggestions to the Government on Early Family Education

At present, there is still a big gap between China and developed countries in early family education, and the policies and regulations are not perfect. Therefore, the government departments should improve the policy texts related to early family education, provide financial support for early family education, and put forward more effective early family education according to the physical and mental development characteristics of infants and young children. The requirement of physical science makes early family education in our country develop healthily and normatively.

Government departments should also attach importance to the publicity and service of early family education, popularize the relevant knowledge of early family education through "care points" and network communication in the urban-rural fringe, improve parents' quality and early family education ability, narrow the gap between urban and rural early family education, and also refer to successful cases abroad. Through the free hotline of family early education guidance service, family office or community-based, we can provide normal guidance service for families [3, 15, 18, 25, 27].

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