

The Influence of Digital Application in Family Education on the Social Adaptability of Children Aged 3-6 Years Old

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Abstract. With the rise of ChatGPT and the development of the information age, the use of digital applications in education has aroused extensive discussion among scholars. The relationships between digital applications and family education in early-aged children and their development of social adaptability have also become an urgent problem to be studied. Based on this background, this study uses the literature review method to focus on whether the digital application in family education will impact on the social adaptability of 3-6-year-old children. Through research, it is concluded that digital education resources can promote children's emotional expression ability and emotional control ability, but long-term use of the network may have adverse effects on children's bodies, which is not conducive to the development of children's social adaptability. At the same time, the digitization of family education may bring about a digital divide between families, and the co-construction and sharing of digital resources should be promoted. Parents should actively adapt to the digital background of family education from their point of view to encourage the development of children's social adaptation so that children can smoothly transition to school and society to learn and grow.

Keywords: digitalization application, family education, Children's social adaptability.

1. Introduction

With the launch of ChatGPT and the advent of the digital age, the widespread attention of researchers has also brought subversive innovation [1]. people's lives have begun to change dramatically. A series of digital applications have come one after another, bringing unlimited challenges to education and more opportunities. As an essential part of education, family education is also affected by digital applications. The application of digital tools in education not only improves the quality and efficiency of education but also promotes the innovation and development of education mode, which brings revolutionary changes to the field of education. Some researchers believe that digitization is the core of children's growth and can change childhood experiences [2]. Whether the issue of early childhood education should be digitized has also become the focus of academic debate, which has aroused strong interest and in-depth discussion among researchers.

Digital application is the carrier of modern education and its application in education is increasing. Its excellent digital design of content and rich multimedia resource integration have strong content attraction and expressiveness under the action of technical means. It has unique advantages in promoting children's learning in the five fields of health, language, society, science, and art [3]. In the process of modern education, through the intelligent education platform, multi-channel and multi-type learning resources are integrated. Form a new online learning space, provide online and offline hybrid teaching forms, and meet children's personalized and diversified learning needs. Digital application has a good role in promoting children's life and learning, and can better improve children's social adaptability. Therefore, digital applications help improve the quality of family education, but at the same time, whether digital applications will bring adverse effects to family education is unknown, which is also the problem to be solved in this study. Children's individual development needs the participation and experience of the external environment. Although digital technology cannot replace this process, it can effectively improve children's interest in learning, enrich children's experience, and deepen children's thinking by applying the representation of different media forms and the construction of virtual field scenes [4].

The application of digital tools in the field of education not only improves the quality and efficiency of education but also promotes the innovation and development of education mode, which brings revolutionary changes to the field of education. However, whether digital applications can be properly applied in the family to enhance children's social adaptability is a current research gap. Scholars at home and abroad mostly focus on digital education and teachers or the transformation of digital education to education development. Few scholars have focused on the impact of digitization on the subject of children in family education and the relationship between social adaptability. Therefore, the relationship between children's social adaptability and digital education has great research value. This study uses the literature review method to study whether the digital application in family education will impact the social adaptability of children aged 3-6 years old and under what circumstances it can have a positive impact on children. So that children can improve their abilities, improve their social adaptability, and make a smooth transition to school and society. How to make better use of digital applications in family education to have a practical impact on children, and how to improve children's adaptation to the outside world through digitization earlier and achieve their improvement has become the focus of research.

2. The Digital Application in Family Education and its Impact on Children

Digital tools are more and more widely used in the field of modern family education. Media and technology have enriched people's lives and added new colors to family education. The development of digitalization has played a great role in the socialization of children. Under the background of modern family, digital family education is closely related to social fashion. The "Family Education Promotion Law" has initially constructed a family education guidance service system that integrates online and offline. These legal provisions summarize and refine the construction of family education guidance service system in China in recent years. It is helpful for the construction of family education guidance service system to develop in the direction of 'full coverage of urban and rural areas'. Modern parents usually use digital new media to assist family education and promote children's digital literacy. In 2018, the Organization for Economic Cooperation and Development (OECD) launched a large-scale international comparative research project on Children in the 21st Century : "The Nature of Modern Childhood", highlighting the importance and value of family environment and parenting in early childhood development in the digital age. For example, the digital divide between regions (families) with different levels of economic development is deepening, affecting educational equity; Parents' information literacy plays an important role in the process of parenting and the construction of parent-child relationship [5, 6]. It can be seen that the degree of family digitization is very important for children's growth. Parents should create a healthy digital living environment and give children the right to participate in digital life. The organic connection between online and offline promotes the improvement and popularization of family education and promotes educational equity.

The continuous development of digital education has an impact on children in many aspects. Children can obtain rich learning resources such as science, language, art and other fields through digital application, or promote children's diversified learning and exploration through media such as kindergarten teachers [7]. At the same time, digital applications develop personalized experiences for children to meet the needs of children, which is conducive to improving children's interest and motivation in learning so as to promote children's development. In the concept of media education, training plays a vital role in the application of digital training [8]. Digital education can break the limitation of time and space, let children learn anytime and anywhere, and cultivate children's more independent learning habits. It affects children's learning and living habits. However, there are also some phenomena that reflect that children's long-term use of digital applications has adverse effects on vision and sitting posture. Parents need to assist children in the safe use of the Internet and digital devices to ensure physical health. The modern digital education platform provides parents with educational concepts and methods to help parents better understand children, educate children,

influence children, and improve the effect and quality of family education. All in all, the influence of modern digital education on children is multifaceted, and the results are also multifaceted.

3. The two-sided Influence of Digital Family Education on Children's Social Adaptability

3.1. The Definition of Social Adaptability

Social adaptation refers to the individual in the process of interaction with the social environment, constantly learning or correcting various behaviors and lifestyles [9]. In a sense, it refers to social ability, ability to deal with things, and interpersonal skills. Preschool education is a critical period to improve children's social adaptability [10]. For children, children's social adaptability refers to their ability to adapt to the new environment. It mainly includes emotional expression ability, emotional control ability, communication ability with strangers and classmates, and self-care ability. Digital family education has an impact on children's social adaptability in many ways.

3.2. The Beneficial Influence of Digital Family Education on children's Social Adaptability

Digitization can promote the development of children's social adaptability in many ways. Digital education can enhance primary cognitive abilities (such as reading and writing ability, mathematical ability, etc.) through information technology [11], and develop higher-order cognitive abilities (such as creative thinking, problem-solving ability, etc.). In addition, information technology also provides new opportunities and possibilities for the development of children's bodies, emotions, personality and sociality [12].

Digital education resources promote the development of children's social adaptability. As a part of digital education, digital education resources play an important role. The construction of digital education resources is the focus of the development of education informatization. The construction of digital educational resources can give children access to a variety of digital materials, courseware, teaching materials, online courses, and various cognitive and emotional communication tools that can promote the development of children. It has the characteristics of "diversity, infinity, interactivity, flexibility and sharing" [13]. These resources not only increase children's interest but also master more basic knowledge, skills and social rules, to improve children's social adaptability. Parents can use the innovative parts of digital applications and learning materials (such as early childhood education game software, early childhood education websites, early childhood social networking sites, early childhood search engines, etc.) to cultivate children's creative thinking and improve children's interest in problem knowledge exploration. At the same time, as the center of family education, parents play a decisive role in promoting the development of children. In the process of parenting, parents can obtain advanced parenting concepts and knowledge through ChatGPT, AI, etc, and reduce the gap in knowledge level. Use advanced parenting concepts to guide children, to meet the emotional needs of children, communication needs, and self-care ability. In this regard, digital family education is conducive to promoting the development of children's social adaptability, and digital family education has a positive significance for children's social adaptability.

3.3. The Adverse Effects of Digital Family Education on Children's Social Adaptability

Digital family education has a positive impact on children's social adaptability in terms of educational informatization and educational concepts, but it is not conducive to the development of children's social adaptability in some aspects. Network and digital technology affect the growth of children, affect the parent-child relationship, but also bring challenges to the effective development of family education.

The information does not represent emotion and cannot be replaced by AI, which is not conducive to the development of children's emotional expression ability, and emotional control ability. Although applications can bring knowledge and information, they cannot replace human emotions

and relationships [14]. AI and other digital applications can imitate human logic for dialogue and conversation, but because it has no emotion, it can never replace human beings. Long-term use of AI could be not conducive to the development of children's emotions, the development of children's moral education, and the cultivation of children's social adaptability.

Digital education hurts the healthy development of children. Digital applications allow children to access network information for a long time. If the supervision is not strict, it will make children addicted to the network or find harmful information, which is not conducive to the development of children's mental health. According to the survey report on the phenomenon of minors' addiction to mobile online games, the Internet is easy to overindulge in the network for minors, which brings harm. At the same time, excessive use of the network will affect the health of children's eyes and the degree of radiation stimulation, which is not conducive to the healthy development of children's health and the development of children's social adaptability.

Additionally, the Internet has brought people a digital lifestyle and a 'digital divide' between different regions, classes, and groups. The "digital divide" between families means that the gap between different families in Internet access, skills, and use cannot form social justice. As a result, the gap between children's abilities is too large, and social adaptability is strong and weak.

4. Suggestions on Digital Applications in Families to Help Children Improve their Social Adaptability

4.1. Reducing the Negative Impact of Digitization on Children's Emotional Development

In terms of family, parents should first establish the values of respecting children's nature and cultivating core literacy in educational concepts. Secondly, parents should strengthen their learning, and actively strengthen their interaction with their children in the process of watching and using digital learning resources, and give full play to the effectiveness of resources through participation and interactive sharing [15]. Besides, parents should accompany and communicate for a long time, enrich their children's emotions, and meet their children's emotional needs. In terms of environment, parents should limit the time for children to use digital devices, encourage children to participate in outdoor activities and sports, increase communication with nature and peers, and reduce the use time of screens.

4.2. Parental Involvement and Proper Supervision of Young Children

Parents should reduce the negative impact of digital tools on the development of children's emotional abilities through effective supervision. Given the problem of children's network dependence, parents should control children correctly. Article 14 of the "Family Education Promotion Law" stipulates that parents or other guardians shall bear the main responsibility for family education for minors so that children can correctly use the network to prevent being infringed by bad information; at the same time, we should control the network time to prevent children from forming dependence on the network. Given children's physical health problems, parents should control children's sitting posture and eye degree, protect children's physical health, promote children's correct exploration and learning of knowledge, and help children improve their social adaptability.

4.3. Fixing Information Gap and Information Barrier Problems

In the face of the new challenges brought by the digital age to family education, we should strive to expand the positive impact of digitization on children and promote the co-construction and sharing of digital education resources. The co-construction and sharing of digital education resources is a complex project [16]. Local governments can take advantage of the basic education information network platform or the "Yuanyuantong" platform, a platform that gathers global high-quality resources, tens of thousands of articles and videos, and is shared by kindergartens across the country through the cloud. The information is transmitted quickly so that kindergartens across the country

can share the latest preschool education information in real-time. The co-construction and sharing of digital education resources adopt the working mode of “first pilot, then promotion” [17] and systematically promote the co-construction and sharing of high-quality digital education resources within and across regions.

Parents or other guardians should follow the “Family Education Promotion Law”. Parents should take the main responsibility of family education and learn network knowledge and parenting methods through various ways and channels. Parents should learn to make better use of the Internet to improve the way of family education, to improve the ability of family education [18]. Through good family education, children can improve their social adaptability such as knowledge level and communication ability.

5. Summary

This study shows that the digitization of family education has different effects on children’s social adaptability. The digital application of family education under the correct supervision, promotion, and support of parents has a positive impact on children. Through the use of digital applications, parents can promote children’s emotional needs and communication needs through companionship and communication, thereby improving children’s social adaptability. However, if parents care less about children, parents will allow children to use digital applications, which will allow children to rely on the network and access harmful information. In this case, the digital application in family education hurts children, including the long-term use of digital applications that is not conducive to the development of children’s emotions and could hurt children’s bodies, urban and rural background differences, and family digital divide.

In the digital context, family education should pay more attention to ways and methods. Parents should think about ways of maximizing the value of digital applications to promote children’s development in all aspects, to improve children’s social adaptability. Parents should properly control children and actively adapt to family education in the digital background. From the perspective of parents to promote the development of children’s social adaptation, so that children can smoothly transition to school and society to learn and grow.

This study is also limited to the lack of research from multiple perspectives. Future research should focus on parents’ educational methods and concepts for children in the digital context. In the use of digital tools, more attention should be paid to the selection of personalized tools suitable for individual children, and more attention should be paid to personalized differences in research and development.

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