

Overview of Research on the Guidance of Preschool Family Education in China

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Abstract: The introduction of the "Family Education Promotion Law" pointed out that the state and society should provide guidance, support and services for family education. It can be seen that family education guidance has aroused great attention of the state, and the society is in urgent need of relevant research on family education guidance as a theoretical basis. Through the literature review, it is found that the current research mainly focuses on the investigation and research of the status quo of family education guidance for young children, family education guidance for special groups and the guidance model of family education for young children. It is found that the existing research has limitations such as single research method, narrow research perspective, and insufficient research depth. This paper believes that future research directions can be explored by combining qualitative research and quantitative research, conducting research from different angles, and building new guidance models.

Keywords: Early Childhood Family Education; Family Education Guidance; Research Review.

1. Introduction

In November 2016, the All-China Women's Federation jointly issued the "Five-Year Plan on Guiding and Promoting Family Education (2016-2020)" (hereinafter referred to as the "Plan") with nine departments including the Ministry of Education, the Central Civilization Office, the Ministry of Civil Affairs and the Ministry of Culture, and the "Plan" is proposed to 2020 A family education guidance service system that ADAPTS to urban and rural development and meets the needs of parents and children has been basically established. In October 2021, the Family Education Promotion Law of the People's Republic of China (hereinafter referred to as the "Promotion Law") was promulgated, which states that the state and society provide guidance, support and services for family education. People's governments at all levels shall guide the work of family education and establish and improve the mechanism of family, school and social cooperation in raising children. It can be seen that family education guidance has aroused great attention of the country, and the society is in urgent need of relevant research on family education guidance as a theoretical basis. Through literature review, the researchers found that existing research reviews are all about the review and prospect of early childhood family education, summarizing the characteristics and trends of early childhood family education, and no one has yet reviewed and commented on the guidance of early childhood family education. The author consulted the relevant literature in the past 30 years, combed, analyzed and commented on the research content related to the guidance of family education for young children, and provided reference for the future improvement of the guidance work of family education and the establishment of family education guidance service system.

2. Concept Definition

2.1. Similar Concept of Family Education Guidance

As early as the 1920s, American psychologist and psychologist Adler put forward the concept of "parent

education". Due to the different interpretations of the translation of parent education into Chinese, there have been many different names such as "parent education", "parent education" and "parent education".

parent education: Family educators in mainland China initially translated parent education as parent education, which is "the education implemented by society or school on parents, the subject of education is society or school, the object of education is parents, and its purpose is to train parents to successfully play the role of contemporary parents" [1]

Parent education: "Aims at providing family education organizers with scientific knowledge and skills to educate minors, cultivating their correct educational attitudes and concepts, so that they can more effectively understand and perform their duties, promote the harmony of family relations, improve the efficiency of family education activities, and achieve family happiness." [2]

Parent education: The term parent education is mostly used in Taiwan and is considered to "cover both the education of parents and the education of parents to children" [3]. The use of this concept by scholars in mainland China is confused, but its essence is similar to the connotation of parent education, both of which refer to the cultivation of parents' quality.

2.2. The "Family Education Guidance" Adopted in this Study

In China's policy and research, family education guidance is a widely used concept, Professor Li Hongzeng put forward: "Family education guidance generally refers to an educational process organized by social organizations and institutions outside the family, targeting parents, with the direct goal of improving parents' educational quality and educational behavior, and with the purpose of promoting children's healthy physical and mental growth [4]".

3. Literature Content Analysis and Review

Through reading literature one by one, the literature is summarized into the investigation and research of the current

situation of family education guidance for young children, the guidance and research of special groups of family education for young children, and the exploration of the guidance mode of family education for young children.

3.1. Investigation and Research on the Current Situation of Preschool Family Education Guidance

The present situation of preschool family education guidance is mainly studied in kindergartens. By using the interview method and questionnaire survey method, Zeng Lina conducted a case study on teachers and parents of 5 kindergartens in Guiyang City. The survey results showed that there were problems in the family education guidance of preschool teachers, including the mismatch between teachers' guidance content and parents' needs, teachers' guidance ability and teachers' understanding of family education guidance that needed to be strengthened. [5] Taking Jiangsu Province as an example, scholar Wang Yajun selected parents of children in 6 township kindergartens and 3 rural kindergartens to conduct a questionnaire survey. The results show that the overall level of family education guidance in rural areas is low, parents' concept cognition is insufficient, kindergartens are the main body of guidance, and the participation of parents, schools and professionals at all levels is blank. Moreover, there are obvious differences between urban and rural areas in the guidance of early childhood family education. [6] Li Hongzeng et al investigated the current situation of family education guidance in kindergartens by taking 2,300 preschool teachers and principals from 778 urban and rural kindergartens in different regions as samples. The results showed that in the 1990s, there was a great development of family education guidance for kindergartens. Teachers had the basic quality of guidance work, but it was still in its infancy, and regional development was unbalanced. The quality of guidance needs to be improved. [7] Qi Na et al. conducted qualitative research on family education guidance for left-behind children in Inner Mongolia, and the results showed that China lacks relevant policies on family education guidance for left-behind children, the form of guidance is relatively general, and there is a lack of specific guidance for different categories of parents. [8] Li Hongzeng et al conducted a survey of 740 kindergarten teachers in Zhabei District on the professional consciousness quality of family education guidance, and found that different types of teachers have different characteristics in the development of professional consciousness quality of family education guidance. Kindergartens should lead teachers to improve the quality of their professional consciousness in the practice of family education guidance by "creating a working atmosphere", "creating opportunities for improvement", "clarifying guidance requirements" and "providing guidance conditions". [9] Scholar Ma Lei took Wuzhishan City of Hainan Province as an example to conduct a questionnaire survey. The survey results show that kindergartens actively carry out family education guidance, but the guidance content does not match the needs of parents, and preschool teachers lack professional theoretical knowledge and relevant training as implementors of family education guidance. [10]

3.2. Research on the Guidance of Family Education for Children of Special Groups

Chak made a case analysis on how to conduct family education guidance for children with sensory integration

disorder. For children with sensory integration disorder, teachers should communicate effectively with parents to improve parents' educational behaviors and parenting styles, so as to enhance children's sensory integration ability and promote their physical and mental health development. [11] Cheng Junhua proposed specific strategies for the family education guidance of unsocial children, including family games, reading picture stories, social practice and developing interests. In family education, kindergarten teachers and parents should cooperate well and jointly create a good atmosphere for children's character cultivation. [12] Song Changhong conducted practice according to the developmental characteristics of special children, and summarized the strategies of family education and guidance for special children, the strategies of conducting medical evaluation and educational evaluation, the strategies of communicating with parents and the strategies of guiding parents in parent-child activities. [13] Based on her own teaching experience, Liu Ping summarized family education guidance strategies for introverted children. For kindergartens, parents can be hired as teaching assistants, in addition to making full use of social resources. [14] Li Tong made a case study on the family education guidance of left-behind children in rural kindergartens. She selected the parents of left-behind children in a private kindergarten in Wushan County, Tianshui City, Gansu Province as the research objects, and used interview and observation methods. The research results showed that the kindergarten attached great importance to the family education guidance of left-behind children, but there were still some problems in the process. Therefore, he proposed to innovate the form of family education guidance for rural left-behind children, fully combining the local traditional culture and parents' resource advantages for guidance. [15] Wang Li conducted research on the guidance of family education for rural children in western China, summarized the problems existing in family education in western China through practical experience, and put forward specific suggestions on the establishment of workshops, kindergarten open days, parent symposia and lectures. [16]

3.3. Research on the Model of Family Education Guidance for Young Children

Li Hongzeng defined the family education guidance model and explained the contents of a complete family education guidance model. He took the No. 3 Kindergarten in Gaojing Town, Baoshan District, Shanghai as an example to illustrate the creation process of the family education guidance model. [17] Later, the scholar proposed a theoretical framework for the guidance model of family education, including 11 elements and 4 categories that constitute the "4+4+2+1" structure of the framework. [18] Based on the element framework of "4421", Li Hui analyzed 11 elements involved in family education guidance in kindergartens, so as to conduct family education guidance in kindergartens more systematically and clearly. [19] Ouyang Qianchun and other scholars built a family education guidance and service system integrating government, community, kindergarten and university, and put forward specific strategies for each construction subject, in which the government should play a leading role, and he also proposed to make full use of the resource advantages of universities. [20] Liu Jianguo proposed that under the background of information technology, it is necessary to enrich the forms of family

education guidance, strengthen the construction of family education guidance teachers and improve the information technology level of parents of children, so as to make family education guidance convenient and comprehensively help children grow healthily. [21] Chi Haotian et al. selected the parents of a public kindergarten in Hohhot as the research objects, carried out practical research on family education guidance service using WeChat platform, comprehensively summarized and analyzed the whole process from program design to the end of the study, came up with a new model of family education guidance for young children and put forward suggestions for improvement. [22] In view of the problems existing in the construction of online resource database for the guidance of early childhood family education, Meng Fanhui put forward specific suggestions on the construction of resource database system, presentation and delivery methods, content selection, mining value and evaluation mechanism. [23] Liu Cong summarized the infant family education guidance service system of Minnesota in the United States, and put forward suggestions on the establishment of the service system, training of instructors, program design and guidance process of infant family education guidance in China. [24]

4. Research Deficiencies and Prospects

In terms of research methods, most studies adopt a single research method. Except for the current research, which adopts questionnaire survey and interview method, most other studies are summarized based on their own practical experience. Researchers have different identities, and the level of papers is uneven. It needs professional theoretical workers to join, in-depth study and use new research methods to change the research situation rich in experience and knowledge to a certain extent. In recent years, the research content is modern, the research perspective is hot, and it is closely related to reality, and it is more and more detailed, keeping up with the pace of The Times, which is conducive to the development of early childhood family education guidance, but there are still some problems that need to be discussed and improved.

4.1. Conduct Research Using Different Research Methods

At present, scholars' research on the guidance of early childhood family education can be roughly divided into the investigation of the status quo and the combing of experience, and the investigation of the status quo is mostly based on questionnaire, which lacks scientific theoretical basis and is difficult to guarantee the reliability and validity of questionnaire preparation. The article based on experience is based on the reference of existing literature, drawing on the experience of predecessors. Therefore, in the future research, we can adopt different research methods, combining qualitative research and quantitative research.

4.2. Conduct Research from Different Research Perspectives

From the perspective of research, existing studies focus on the form, content and needs of guidance, and lack of research on family education instructors and family education guidance for special groups of children. Moreover, from the perspective of previous studies, there is no corresponding theoretical support and no deeper research. Therefore, in the

future, researchers can enrich the content of family education guidance from different perspectives and use different disciplines.

4.3. Create a Variety of Mentoring Models

Professor Li Hongzeng proposed that preschool family education guidance should have different models, including the organization, object, content and form of guidance [17]. However, in previous studies, there was a lack of specific theoretical support and operational guidance model. In recent years, due to the epidemic, some scholars proposed a new model of WeChat + family education guidance, but they did not come up with specific plans to point out how each step should be implemented, which is abstract. And there was no deep discussion. Moreover, due to China's large population, the natural and social development background of different regions is quite different. Therefore, in the future research, researchers can learn from foreign guidance models, fully consider China's national conditions, to explore suitable for different levels, different groups of children's family education guidance model.

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