

Problems and Suggestions of Parents in Family Education in the Context of the "Double Reduction" Program

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Abstract: With the introduction of the "double-decrease" policy and the Family Education Promotion Act, the status and importance of family education has become more and more prominent. Parents, as the main body of family education, play a crucial role in family education, and improving the level of parental family education is an important issue in promoting the healthy growth of children and adolescents and deepening education reform. At present, parents in family education still have the problems of weak consciousness, unclear understanding of the identity of the main body of family education, "utilitarianization" of family education, inappropriate education methods and insufficient ability of parents in family education, etc. In view of the above problems, we can discuss countermeasures from the main body of family education, the goal, the way and other aspects to enhance the ability of parents in family education and improve their level of family education. To address these problems, countermeasures can be explored from the aspects of the subject, goal and method of family education, so as to enhance parents' ability in family education and improve their family education level.

Keywords: Double-decrease Policy; Family Education Promotion Act; Parents; Family Education.

1. Introduction

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China ("CPC") and the General Office of the State Council ("State Council") issued the Opinions on Further Reducing the Burden of Homework on Students in Compulsory Education and the Burden of Out-of-School Training ("Double Reduction"), which aims to implement the fundamental task of establishing morality and educating the people and promote the all-round development and healthy growth of children and adolescents[1]. Subsequently, the Law of the People's Republic of China on the Promotion of Family Education ("Law on the Promotion of Family Education") was issued on October 23, 2021 and formally implemented on January 1, 2022. The implementation of the "Double Reduction" policy has further returned the "reduced" time to families, bringing family education back to its original position and increasing the time and space advantages of family education, while also putting forward higher requirements for family education. Therefore, accurately grasping the important value and role of family education under the background of "double reduction", understanding the importance of family education under the new policy background, and giving full play to the role of parents as the main body of family education in family education are of great value and significance in promoting the healthy growth of children and adolescents and the development of family education. It is of great value and significance to promote the healthy growth of children and adolescents and the development of family education.

2. Importance of Strengthening Family Education in the Context of the "Double-Reduce" Approach

Family education is the beginning of education, the "birthplace" of education. General Secretary Xi Jinping

pointed out that "the family is the first school of life, and parents are the first teachers of their children", which fully affirms the foundational role of family education in the development of children's lives [2]. The "double-reducing" policy takes the establishment of morality and education as its fundamental educational mission, aiming to promote the all-round development and healthy growth of students. "The "reduction" of the "double reduction" policy has returned a place for the "addition" of family education. Questions such as "where to go and what to do with the time 'cut out'" have become new problems faced by family education at present. Therefore, the strengthening of family education is of great importance in the new educational context.

2.1. The Elevation of "Family Affairs" to "National Affairs" Requires that Family Education be Emphasized

The Law on the Promotion of Family Education was the first law specifically on family education in China, and began the process of legalizing family education. The promulgation of the Law on the Promotion of Family Education elevated family education from a traditional "family matter" to a "national matter", and regulated the requirements of family education in the form of "legislation". The requirements and contents of family education have been standardized in the form of "legislation". This makes family education a matter with a legal basis, and puts forward requirements for parents to "bring up their children in accordance with the law", so that family education is regulated by the rule of law[3]. The promulgation of the Law on the Promotion of Family Education reflects the importance that the Party and State attach to family education, and is a manifestation of the Party's and State's will in education. Family education is written into the law, and through the mandatory, normative and binding force of the law, it provides a systematic guarantee for strengthening family education in the context of the "double reduction". Parents are further informed of the

importance of family education by "hard means", and it is made clear that parents have to bear the corresponding legal responsibilities, and it is also clearly defined that certain cases will be dealt with seriously and that there are corresponding disciplinary measures. At this level, the introduction of the Law on the Promotion of Family Education also serves as a warning and supervision.

2.2. The New Situation Requires a Shift From "Hidden" to "Visible" Family Education

Marx and Engels conducted a systematic study of the origin and development of the family and the relationship between the family and society from the perspective of the materialistic view of history, pointing out that the essence of the family is social relations [4]. Since the essence of family is social relationship, with the different social development in different historical periods, the content and form of family education will also change, showing the characteristics of different times. At present, our country is in the critical period of the great change that has not been seen in a hundred years and the realization of the second hundred-year goal, the new situation has put forward new requirements for family education. The traditional family structure and functions have undergone profound changes, and in the past, family education was more often entrusted to the school, and the power of education was transferred to the school, which led to a great weakening of the function of family education, thus presenting a kind of "hidden" state. This kind of "hidden" family education can no longer be adapted to the current state of social development and changes in the new situation. Only by reorganizing the structure and changing the functions of family education and making it "visible" can it give full play to its true value and role in the new situation.

3. Analysis of the Problems and Causes of Family Education for Parents

The family is an important part of education and the first place where children are educated. With the implementation of the "Double Reduction" program, more of the "reduced" time has been returned to the family, and with the introduction of the Family Education Promotion Law, the importance of family education is obvious. As the main body of family education, parents (here mainly refers to parents, excluding other guardians) take the main responsibility of family education, and are the first person responsible for family education. Although the new education policies and laws and regulations have provided some guidance and improvement measures for the main body of family education, there are still some problems that need to be solved.

3.1. Parents' Weak Awareness of Family Education and Their Lack of Understanding of Their Status as Educational Subjects

Parents, as the first person responsible for family education, are responsible for family education. However, many parents of children and adolescents do not have a clear understanding of their role as the mainstay of family education, and lack the awareness to educate their children at home. At present, the problem of "parents' absence" still exists, and there are still a few parents who think that "education is the business of the school and has little to do with them" [5]. In addition, due to the arrival of the information age, people's access to

information has become more convenient, and the opportunities for children and adolescents to obtain educational information resources have greatly increased, which has also weakened to a certain extent the main position of parents in family education. On the one hand, due to the continuous progress of society, people's education and education concepts have been transformed, and schooling has changed from the "privilege" of the upper class to the "affirmative action" in which everyone has the right to enjoy education, and everyone has the right to "go to school". "As a result, people's choice of education is made more often through the school, but as a result, excessive emphasis is placed on school education, to the neglect of the role of the family as the first place of education. In the long run, this has led parents to form the idea that "education is only the business of the school and has little to do with them". On the other hand, before the promulgation of the Family Education Promotion Law, there was a lack of clear legal guidelines for family education in China, which led to a vague perception of parents' responsibility as the first responsible party[6]. Since the promulgation of the Law on Promotion of Family Education was not long ago, the influence on parents has not yet penetrated deeply, and parents are not aware of the importance of family education, leading to the fact that there are still most parents who have a weak sense of family education and an unclear understanding of the identity of the main body.

3.2. Deviation from the Goals of Family Education and the "Utilitarianization" of Family Education

On more than one occasion, General Secretary Xi Jinping has publicly emphasized the importance of education's fundamental task of "establishing morality and nurturing people," and has also made it clear that family education is "most importantly character education, the education of how to be a human being." [7]. The "double-reducing" policy and the Family Education Promotion Law also emphasize that both family education and school education should "take the establishment of morality as the fundamental task" and "promote the all-round development and healthy growth of students". However, at present, when most parents carry out family education, they are obsessed with the pursuit of achievement and neglect moral education, and problems such as "emphasizing intelligence over morality" and "utilitarianization" of family education are prominent, which has led to the frequent occurrence of incidents of students taking their lives lightly because of excessive academic pressure. This also precisely reflects the current family education is moving towards a "deformed" direction, showing a small limbs, but overdeveloped mind "big-headed doll" form: too much emphasis on the cultivation of intelligence, but ignored as the most basic human As the most basic human "trunk" - the role of moral character. There are two main reasons for the formation of this problem: first, the influence of the traditional Chinese idea of "learning is superior to the highest level". Some parents hope to realize class mobility through education, believing that as long as they can get good grades and enter a good school, they will not have to worry about their future work and prospects, and can even realize the leap from one class to another. Secondly, parents "personalize" their children, treating them as their "tools" for a carefree future, and placing all their hopes for their future life on their children, in the hope that they will reach the

heights they want to reach, and obtain the life they want to obtain. They want their children to reach the heights they want to reach and to have the life they want to have.

3.3. Inappropriate Family Education Methods and Insufficient Parental Capacity for Family Education

At present, there are still problems in family education, such as rough, controlling and spoiled education, and many parents have become radical in their way of educating their children. "Don't let your child lose at the starting line," "over-education," "chicken children," and so on have almost become the mainstream trend in contemporary family education. Parents desperately want their children to go to higher educational institutions and have a better life, and they always set high standards for their children's education, giving them all kinds of study programs and enrolling them in all kinds of "hobby" classes. Moreover, these parents usually like to compare their children with the so-called "other people's children", and urge their children to study by means of material encouragement or "spiritual encouragement". In the long run, the psychological burden and pressure on the child is too heavy, resulting in the child's anorexia, rebelliousness, depression, low self-esteem and other psychological problems, and even irrational behavior.

4. Suggestions for Improvement in the Promotion of Family Education for Parents

4.1. Enhancing the Awareness of the Main Body of Education and Clarifying the Goals of Family Education

Parents need to recognize their own identity as education subjects, enhance their awareness of family education, and be clearer about what goals they want to achieve in family education. On the one hand, parents can understand the content and requirements of the Family Education Promotion Law to clarify their own educational responsibilities and enhance their awareness of education. The Law on the Promotion of Family Education explicitly stipulates the contents of family education, the responsibilities of the main body, and the corresponding legal responsibilities, etc., which is conducive to parents' further standardization of their own educational behaviors, understanding of their own important position in family education, enhancing the sense of responsibility and legal awareness of family education, and transforming the attitude of "family education is not a matter of concern to them". On the other hand, parents should pay attention to their children's mental health. On the other hand, parents should pay attention to the development of children's mental health, and promote the healthy growth of children. Although education has the function of selecting talents, parents should not take "scores" as the only goal of education. Parents should pay attention to the development of children's mental health, and promote the healthy growth of children as the first goal of education. To pay more attention to the child, timely detection of children's life, learning problems, timely communication with the child to understand the child's needs. By looking for the root causes of the problems in communication with the child and putting forward constructive and helpful suggestions, we can help the child get out of the predicament and avoid the emergence of

psychological problems.

4.2. Carrying out a Variety of Educational Methods and Emphasizing Labor Education

Parents have to use the correct way of family education to educate their children. On the one hand, parents can carry out colorful family activities. Life is not only a noun, but also a verb, and parents can make good use of this feature to make family education more effective with less effort. Parents in the process of carrying out activities to more contact with the child, to understand the child's true character and the real reflection of the difficulties encountered, in the child encountered difficulties, careful guidance, to help the child to overcome the difficulties and build confidence. On the other hand, parents should actively carry out labor education. The report of the 20th Party Congress emphasizes that China's education policy is "to cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness and aesthetics"[8]. The Law on the Promotion of Family Education also proposes to "help minors to establish a correct concept of labor and to participate in labor to the best of their ability"[9]. Parents should actively carry out household chores in their daily lives, and lead their children to participate in labor education practices and community public welfare work, so as to enhance their children's labor skills and life skills, and to help them establish a correct concept of labor and develop good habits of labor.

4.3. Upgrading Parental Family Education, Emphasizing Multi-Party Participation

Many parents, due to a lack of relevant educational knowledge and skills, often carry out family education with little effect or in a counterproductive manner. On the one hand, parents should insist on self-education. Parents can read books and articles related to "family education" and "children's psychological development", consult and seek advice from model families around them, and listen to lectures by experts in family education, etc., so as to continuously enrich their knowledge of education, understand the laws of children's physical and mental development, establish a scientific concept of education, and master more effective education concepts. They should also set up a scientific concept of education and master more effective educational methods to educate their children at home. On the other hand, family education requires the participation of many parties, and schools and society should play a guiding role in family education. Based on the characteristics of students and parents, schools can set up "parent schools" to teach parents about family education through parent-teacher conferences, symposiums, lectures and other forms of family education, and grasp some important semester time nodes, such as before the start of the school year, mid-term exams, final exams, etc., to form a school family education guidance service system that runs through the entire developmental stage of the students and covers all the parents. In addition, all sectors of society should be good at teaching parents about family education in various forms. In addition, all sectors of society should be good at combining the characteristics of their own work to provide guidance on family education, and can carry out practical activities in family education through various channels such as organizing and carrying out "community parent schools" and civilized family building,

and can also support family education by carrying out various forms of parent-child activities [10].

5. Conclusion

Against the background of the current "double-decrease" policy, society as a whole is paying more attention to the healthy growth and all-round development of children and adolescents. Based on this, the appropriate "load reduction" of school education requires family education to play a greater "efficiency" role, but the reality of family education is not optimistic. This paper takes "double reduction" as the background, analyzes and puts forward corresponding suggestions on parents' family education problems in combination with the content and requirements of the Family Education Promotion Law from the perspective of the problems existing in parents' family education, with the aim of hoping to give better play to the role of parents as the main body of family education, promote the healthy growth of children and adolescents, and guide family education in the direction of scientific correctness. The aim is to give better play to the role of parents as the main body of family education, to promote the healthy growth of children and adolescents, and to guide family education in a scientific and correct direction.

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