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Psychological upbringing education from the perspective of developmental appropriateness theory

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Abstract: Psychologically speaking, human psychological development is based on a certain sequence, and its behavioral problems are manifested lagging behind. Most of the extreme behaviors of adults can be traced back to childhood, so parents should focus on the psychological upbringing of their children in family education, which leads to the consideration of how to conduct developmentally appropriate psychological upbringing education for children. This paper analyzes psychological upbringing education from the perspective of developmental appropriateness theory, analyzes the emergence and development of developmental appropriateness education, the connotation and impact of psychological upbringing, and proposes that the parent should personally raise the child, respond in a timely manner to satisfy the child, and teach the child by example to encourage the child.

Keywords: Developmentally appropriate education; Psychological upbringing; DAP.

1. Overview of Developmentally Appropriate Education Theory

1.1. Generation and Development of Developmentally Appropriate Education Theory

1.1.1. Emergence of Developmentally Appropriate Education Theory

In the 1980s, the United States entered a period of economic downturn. At the same time, Japan and the Federal Republic of Germany were rapidly emerging and playing an important role in the international arena. In order to promote economic development and catch up with Japan and Germany in science and technology, the United States initiated the second major reform of basic education in the post-war period. 1983 saw the release of the National Study of the Nation in Crisis, which led to a revival of the direct instruction model in preschool education and the "primary schooling" of preschool education. As a result of this reform, the concepts of "child-centered," "activity-based," and "integrated teaching" shifted to "teacher-centered" and "direct teaching. In the context of this educational reform, the concept of "child-centered", "activity-based", and "integrated teaching" has changed to "teacher-centered", "direct teaching", and "separate teaching". [1] In this context, the National Association for the Education of Young Children (NAEYC) introduced the concept of developmental appropriateness in 1986, and went on to publish the Developmentally Appropriate Practice (DAP). Appropriate Practice (DAP) position statement, and began to promote and implement its own set of "developmentally appropriate" educational values and a series of "developmentally appropriate" evaluation criteria. Since then, the theory of Developmentally Appropriate Practice has evolved in the process of guiding practice and has undergone three revisions and four editions of the position statement.

1.1.2. Development of Developmentally Appropriate Education Theory

In 1987, the National Association for the Education of Young Children (NAEYC) issued the statement "Developmentally Appropriate Educational Practices for Children Ages 0-8," in which "developmental appropriateness" includes two dimensions: age appropriateness and individual appropriateness. Age appropriateness refers to a general and predictable sequence of growth and change in the early years of life, so teachers should prepare the learning environment and arrange developmentally appropriate experiences for children at a certain age in accordance with their developmental patterns. In 1997, the American Association for the Education of Young Children (AAEYC) revised its developmentally appropriate practices to emphasize age appropriateness and individual appropriateness, but also to raise the issue of cultural appropriateness. In 2009, the Association released the third edition of its position paper on developmentally appropriate practices. In addition to reaffirming age appropriateness, individual appropriateness, and cultural appropriateness, the new version focused on the issue of teacher instructional effectiveness. At the time, teachers were tasked with enrollment and with reducing disparities among children, and they knew more about children than administrators did. Children would benefit from teachers making appropriate educational decisions based on their characteristics and supported by parents and the community. 2020 saw the issuance of the fourth edition of a position paper on developmentally appropriate practices. First, based on recent research, the new edition of the DAP rejects the long-held assumption that child development occurs through an ordered, linear process. [2] For example, Piaget's famous and influential theory of cognitive development describes young children as going through four distinct age-related stages of growth (Piaget, 1971) According to Piaget's theory, the development of children's mathematical thinking is considered to be a linear process, i.e., from concrete to abstract. Today, we have a new understanding of the development of children's mathematical thinking, namely, that thinking has three forms (action, intuition, and abstraction) and exists and operates simultaneously, only it operates in different forms and degrees. [3] In contrast, the new DAP uses the metaphor of waves and cycles, and development includes cognitive development, physical,

language, aesthetic, emotional, and social growth. Rather than being separated by rigid developmental boundaries, children's developmental cycles tend to overlap, developing rapidly in some areas and slowly in others, or leaping forward one day and regressing the next. [2]

1.2. Connotations of Developmentally Appropriate Education

The fourth edition of the 2020 DAP published by NAEYC defines developmentally appropriate practice as an approach that promotes optimal development and learning for each child through a strengths-based, play-based, joyful participatory approach to learning. [4] The developmental appropriateness position statement is a framework of principles and guidelines for practices that promote optimal learning and development of young children and support teachers' intentional practice decisions. There are three core elements-commonality, individuality, and context. [6]

Commonality refers to current research and understanding of children's development and learning processes that all occur within a specific social, cultural, linguistic, and historical context of understanding. Current evidence suggests that all children's development and learning-indeed, all human development and learning-is always embedded in and influenced by social and cultural contexts. [4] Individuality refers to the fact that each child has unique characteristics and experiences in different family and community settings, which have implications for how educators can best support their development and learning. Context refers to a person's personal cultural background, which is a complex set of ways of perceiving the world that reflect a person's family and other primary caregivers and their traditions and values, and the broader cross-cultural context of each of us, such as social, ethnic, economic, historical, and political contexts.

2. The connotation of psychological upbringing education

The concept of psychological upbringing was first proposed by Li Meijin, a professor at the Chinese People's Public Security University and an expert in criminal psychology. She believes that parents should focus on psychological upbringing of their children in family education and cultivate healthy psychology in children. Material upbringing is often about parents meeting their children's abundant material needs, while psychological upbringing focuses on meeting children's psychological needs and providing adequate psychological nutrition.

Psychological nutrition refers to the infant's senses of sight, hearing, touch, taste, and smell. If a child lacks "psychological nutrition", the result is unbearable, as seen in sensory deprivation experiments, and psychological distress and eventually mental abnormalities will occur. If we put the baby in an isolated environment, isolated from the world, and only provide him with the nutrients he needs for physical development, then his physical development and growth will be normal, but his psychological development will be irreparable and abnormal. [5] Therefore, the provider is the source of the child's psychological nourishment. If there is no one to take care of him, it is equivalent to his development in a situation where he feels deprived.

3. Impact of psychological upbringing

3.1. Psychological upbringing promotes the development of pro-social behavior in children

People with pro-social behavior are usually friendly, caring, understanding, and often take the initiative to help others without expecting anything in return. Some foreign researchers have specifically observed the reaction of young children to the painful performance of others in different months after birth. It was found that young children did not react to others' painful expressions during their first year of life. This suggests that infants are not born with the ability to empathize and understand the emotions of others. Only by 12-18 months did one-third of the toddlers show concern for the pain of others, sometimes with a finger pointing toward the other person and reacting positively. [13] This observation suggests that closeness and friendliness to others and the manifestation of kindness may be related to the emotional upbringing of infants within the first year. When the caregiver responds to the infant's needs in a timely manner and is full of patience to care for the infant, only then does he develop the same friendly response pattern.

3.2. Psychological upbringing influences children's cognitive styles

The development of emotional, verbal, and pro-social behaviors profoundly affects the child's cognitive style. If cognitive ability depends on intelligence, then cognitive style depends on the way the child responds to human interaction later in life. For example, at comparable levels of intelligence, a child who is talkative and a child who is silent and quiet have their own advantages; the latter is suitable for entering the laboratory and doing scientific research, while the former likes to deal with people and is articulate, often becoming managers, facilitators, etc.

3.3. Psychological parenting can develop psychological control

It is when the caregiver actually puts in the hard work of the parenting process that the caregiver gains psychological influence and control over the child. Psychological control does not mean control by means of specific external coercive orders or actions or by the power of material resources such as money. Rather, through good personal parenting, the child becomes attached to, dependent on, and trusts you, forming a feeling of attachment.

4. Developmentally Appropriate Perspectives on Psychological Nurture Education Strategies

Developmentally appropriate educational practice refers to the selection of a developmentally appropriate course of action for a particular child in a particular context, so how to provide appropriate psychological upbringing for the child becomes a question for educators to consider. First of all, it is necessary to understand what are the characteristics of child development.

4.1. Principles of developmentally appropriate education

4.1.1. Development of the child is based on the interaction between biological characteristics and the environment

The interaction between biology and the environment exists from birth and continues through preschool and elementary school. This has a particular impact on children who experience adversity. [6] For example, in infancy, the continued lack of responsive care can lead to infants experiencing chronic stress, which can negatively impact brain development and may delay or impair the development of basic systems and abilities, including thinking, learning, and memory, as well as the immune system and the ability to cope with stress. [7] Living in persistent poverty can also produce chronic stress that negatively affects the development of brain regions associated with cognitive and self-regulatory functions. [8]

Therefore, educators need to respond to the infant's needs in a timely manner, which is how the infant will remember the smell, sound, and appearance of the person who is raising him because that person is the source of his happiness. When this continues for four to six months, the infant develops the first emotion of life - attachment. When attachment is consistently met, the infant develops a sense of trust and security in the outside world.

4.1.2. The domains of child development interact with each other

There is considerable overlap and interaction between all of these domains of child development and learning, including attention, working memory, self-regulation, reasoning, problem solving, and approaches to learning. For example, good nutrition, physical activity, and adequate sleep all promote children's ability to engage in social interactions, which in turn stimulates cognitive development. Children who have been investigated to experience predictable, responsive interpersonal relationships and responsive interactions with adults also tend to demonstrate greater general learning and executive skills. [9]

A growing body of research demonstrates the relationship between social, emotional, executive functioning, and cognitive abilities [10] as well as the importance of movement and physical activity. [11] These domains are mutually reinforcing and are all critical to early childhood education. Kindergarten and grades 1-3 are often viewed as primary or elementary education and, as such, may place increasing emphasis on cognitive learning at the expense of physical, social, emotional, and language development. However, integrating cognitive, emotional, social, interpersonal skills, and self-regulation can better prepare children for more challenging academic content and learning experiences. [12] Educators therefore need to provide rich environmental stimuli to support children's holistic development.

4.2. Psychological upbringing education strategies from the perspective of developmental adaptability

4.2.1. Hands-on child rearing

UNICEF has long pointed out that how children are raised or cared for before the age of one will influence their brain function for the rest of their lives. Moreover, early parenting can have an impact on a person's later socialization and behavioral patterns, and can even be a predictor of their behavioral tendencies in adulthood. It is clear that a person's emotional development depends on the first year of his or her life, and the way in which a caregiver raises a child can have a profound impact on that child.

However, in today's society, many parents "raise" their children through the hands of others due to the demands of their jobs, leaving the responsibility of child care to a third party. In fact, paying for someone is a two-way blind choice, and parents have no way to examine the character of the nanny, which is extremely risky. Secondly, parents who do not raise their children themselves will miss many opportunities to interact with them emotionally. Therefore, parents need to raise their children personally, give them enough psychological nutrition, and express love with their own voices, hugs, and smiles, rather than expressing love indirectly with money or by borrowing the hands of others, those being jerry-built psychological nutrition.

4.2.2. Timely response to meet the child

It has been concluded that in infancy, the continued lack of responsive care leads to infants experiencing chronic stress, which may negatively affect brain development and may delay or impair the development of basic systems and abilities, including thinking, learning, and memory, as well as the immune system and the ability to cope with stress. [7]

Imagine a newborn baby who wakes up from a nap, is physically sleepy and hungry, and immediately gives an urgent cry, but the provider does not come for a long time. Such an infant remembers pain with his body. Not only does his crying not relieve the pain, but as he cries hard, he exhausts his energy, increases the heat, and makes his body more uncomfortable, so that he cannot catch his breath, and even chokes because his saliva flows backwards. If a newborn does this every day for the first few days of life, the pain experienced by the body and internal organs will cause the autonomic nervous system (in charge of the internal organs) in the peripheral nervous system to form painful memories. With this type of parenting for just over three months, the child develops a reflex connecting the autonomic nervous system's painful feelings to crying, which is a completely acquired conditioned reflex: whenever the internal organs are uncomfortable, it must be accompanied by a roar similar to crying, and an expression of anger in the limbs. In contrast, if the caregiver is loving, patient, and has enough time to accurately determine the infant's needs, the infant need not cry or wait painfully for a response as soon as he or she wakes up.

4.2.3. Encourage the child by word and example

People usually think that a child's opinion is formed after the parents have educated and reasoned with him/her. But most people do not know that before a child understands "reason," he is already forming a certain opinion. This opinion is the idea, and the idea is "the idea that is formed at the same time as the observation", "the idea that is formed at the same time as the sight". [8] A person's perceptions come from the scenes he has heard, seen, and heard the most since he was a child, and these scenes are closely related to the person who raised him.

When a child and a parent face the same situation together, the parent's expressive attitude and demeanor leave an internal picture for the child. When he encounters the same situation later, that frame will already remind him how to behave. For example, when a child is sick at a young age, the father or mother gently approaches him, touches the child's forehead with a big warm hand, sits gently beside him, tucks

him in tight, and stays with him ..... When he grows up and becomes an adult, he will take care of others in the same way when someone around him is sick. On the contrary, the father often fists in the home over the family, and boys raised in such families must have relevant behavior when dealing with their own family conflicts. This is the influence of parental example, but of course, as we get older, we not only have the idea of seeing; we also have the idea of "hearing", which is parental nagging. What parents emphasize and what parents insist on, such as "we are poor but not short" and "people live with their faces and trees live with their skins", these words will become the child's concept of being a human being when he or she becomes an adult.

Therefore, psychological upbringing requires the parents to raise the child themselves, and in this process the child will copy the ideas and character of the person who raises him or her, as well as the behavior and attitudes of the people closest to him or her. Therefore, for the healthy growth of their children, all parents should cultivate their own speech and behavior, show their parental kindness and example in the family, show elegance and caution in their speech, and be reasonable and orderly in handling various unexpected matters.

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