

The Current Situation of Family Education Guidance in Kindergartens and Measures to Optimise it

Mulai Adi

Sichuan University of Science & Engineering, Zigong, China

Abstract: Kindergarten family education guidance is the key to improving the quality of family education, and is also an important way to promote home-school cooperation, so it has great value and meaning. However, in reality, there are still a series of problems with kindergarten family education guidance, such as the single form and low quality of guidance, the monotonous content and lack of systematization, and the limitation of guidance venues and lack of cooperation. Therefore, there is a need to provide specialized family education knowledge, improve the information literacy of kindergarten teachers and rely on the community to provide family education guidance, so as to improve the effectiveness of kindergarten family education guidance.

Keywords: Kindergarten; Family Education Guidance; Current Situation and Countermeasures.

1. Introduction

General Secretary Xi Jinping has repeatedly emphasized the building of family, family education and family ethics. 2017, the Chinese Academy of Education released the "Specification for Family Education Guidance Services", which states that family education needs scientific guidance and regulation [1]. In 2021, the State officially introduced the Law of the People's Republic of China on the Promotion of Family Education [2], which establishes the obligation of parents and the whole society to support family education, and sets out from the state, society and family aspects The Law on the Promotion of Family Education of the People's Republic of China was promulgated in 2021. This shows that family education has been given high priority by the state. Therefore, this study explores the current situation of family education guidance in kindergartens and proposes relevant optimization measures in order to provide strong support for family education guidance in kindergartens.

2. Value Implications of Kindergarten Family Education Guidance

Kindergarten family education is a key to enhancing parent-child bonding and improving the quality of family education, as well as an important way to promote home-school co-creation, and therefore has great value implications.

2.1. Promoting Parent-child Bonding

Good family education can effectively promote parent-child relationships and enhance parent-child communication. By providing parents with the right family education methods, kindergarten teachers make parents aware of the importance of family education and the importance of parent-child communication, so that children can develop a sense of security and trust through a positive and healthy parent-child relationship in the home, thus developing a good quality of autonomy and confidence.

2.2. Improving the Quality of Home Education

The Guidelines for Kindergarten Education clearly states that "Families are important partners of kindergartens and should seek the understanding, support and active

participation of parents based on the principles of respect, equality and cooperation, and actively support and help parents to improve their educational abilities." Therefore, the education of children in the family has a lifelong impact on their lives, and society needs to develop good qualities and habits in children from an early age if they are to develop socially useful talents. The quality of family education can be improved through effective family education guidance, and by building a family education guidance system that is both service-oriented and educational, the needs of parents can be met to the maximum extent possible, laying a good foundation for school education and providing a good start to education.

2.3. Promoting Home-based Learning

Through targeted and effective family education guidance for parents, communication and interaction between parents and kindergartens can be further enhanced. In the process of providing guidance, kindergarten teachers are strengthening their professional knowledge and parents are improving their parenting skills.

3. Current Situation of Family Education Guidance in Kindergartens

Despite the great importance attached to family education in kindergartens by the state and society, there are still a series of problems with family education guidance in kindergartens in reality, such as one-way family education guidance forms, simplistic family education guidance contents and single-family education guidance venues, all of which have an important impact on family education guidance in kindergartens.

3.1. Single Form of Guidance and Low Quality

The current form of family education guidance is single and unidirectional, with kindergarten family education guidance being the main means and parent-teacher conferences being the main form. This makes family education guidance a form of indoctrination and lack of interaction and communication, which makes family education guidance a form of indoctrination and lack of a real

strategy of teaching according to the material and adapting to the situation. At the same time, most of the kindergartens use communication tools such as WeChat and QQ to provide family education guidance to parents, which on the surface seems to achieve the function of communication, but in fact is only a kind of information transfer, not real family education guidance.

3.2. Monotonous and Unsystematic Guidance

The content of current family education guidance is relatively simple, with most of it focusing only on children's learning, and less on physical problems, sensitive periods, habit development, frustration resistance, hobbies and early intelligence development, and very little on parents' self-emotional management and parenting concepts, attitudes and methods. Parents are increasingly concerned about the development of good qualities and habits in children, such as self-confidence, strength and honesty, and also want to learn more and more parent-child communication skills, learn to get along with their children and communicate with them, and express their reasonable demands on their children while allowing them to grow up healthily. As a result, the simplistic content of family education guidance no longer meets the needs of parents today.

3.3. Restricted Mentoring Venues and Lack of Cooperation

According to the survey, the current venue for family education guidance is still mainly kindergartens, which conduct parent-teacher meetings, school open days, and WeChat communication sessions in response to parents' needs, and are able to provide simple family education guidance to parents and teach certain family education knowledge and skills. [3] However, with the emergence of a diverse society, parents and children are not only exposed to kindergartens as a means of education, but also to various aspects of society. Therefore, the community should also become an important place for family education guidance. At the same time, parents have a greater demand for institutions and professionals such as family education guidance centres and family education instructors, so it is evident that a monolithic family education guidance place can no longer meet the current needs of parents.

4. Optimization Measures for Kindergarten Family Education Guidance

Currently, there are many problems with family education guidance in kindergartens, and there is a need to provide specialised family education knowledge, improve the information literacy of kindergarten teachers and create a good nurturing environment based on the community in order to improve the effectiveness of family education guidance in kindergartens.

4.1. Provision of Specialised Family Education Knowledge

The effectiveness of home education guidance depends on the professional knowledge that parents have. According to a survey, most parents of young children do not know enough about family education, and most of their family education knowledge comes from the internet, and they lack the ability to discern the correctness of internet knowledge. Therefore,

kindergartens need to organise specialised family education seminars, firstly to teach parents how to discern the value and meaning of information on the internet and how to find the correct family education knowledge on the internet. Secondly, kindergartens should organise specialised activities, such as organising talks on family education for all kindergarten parents to participate in, and organising post-lecture exchanges and discussions for parents of young children to enhance their professionalism in family education; they can also provide parents with specialist books and materials on family education, which can be placed in the drop-off and pick-up areas, so that parents can use the time spent waiting to pick up their children to study in pieces. Parents can also ask the early childhood teachers for advice when they have questions.

4.2. Enhancing Kindergarten Teachers' Information Literacy

In order to provide professional family education guidance to parents, kindergarten teachers also need to improve their professionalism. It is therefore also vital to improve the quality of the teaching team for family education guidance, and teachers should make use of their spare time to attend relevant training and further training to further improve their professional knowledge of family education guidance. In the current Internet era, kindergarten teachers' educational guidance to parents should be changed from the traditional offline to an online and offline form to broaden the channels of co-education between home and family.

Teachers need to improve their information literacy and apply information technology to family education guidance to enhance the effectiveness of family education guidance. Firstly, kindergarten teachers should break the original one-way communication and information pushing, not only using WeChat groups or public numbers to share information, but also using information technology software such as Nails and Tencent Classroom to conduct family education guidance courses or parent-child interaction classes to parents, and teachers should further improve their ability to record micro-videos to achieve two-way, real-time communication and interaction between teachers and parents, so as to enhance the effectiveness of family education guidance to parents and strengthen the efficiency of home interaction communication. This will enhance the effectiveness of home education guidance for parents and strengthen the efficiency of home interaction and communication. Secondly, teachers should also make good use of information technology software and big data platforms to create electronic files and home contact books for children's growth, to track and record children's growth over time through big data, to send parents information about children's performance in kindergarten and suggestions from teachers, and to give feedback to teachers about children's performance at home and the educational problems and confusions they encounter. The online platform will provide more data to support family education.

Therefore, in the new era, teachers can only improve their information literacy and make full use of information technology and information platforms in order to better expand the channels of family education guidance and enhance the quality of family education guidance.

4.3. Relying on the Community to Provide Family Education Guidance

In 2019, the General Office of the State Council issued the

"Guidance on Promoting the Development of Infant and Toddler Care Services for Children under the Age of 3", which states that support for community-based infant and toddler care services should be increased. Therefore, the community should create a good environment for children's education, and using the community as a backing can better optimise and integrate educational resources to achieve better family education guidance within the community. Firstly, the community can set up a specialised family education guidance team, based on the Family Education Service Centre, which can include major professionals in the community, such as retired teaching staff and caring housewives, etc. The organisation can provide them with specialised training and then disseminate the scientific knowledge and theory of family education to parents in the community, so as to implement it to every parent. Secondly, the community can organise a series of activities to disseminate scientific knowledge of family education, such as psychological counselling and guidance activities, parent-child experience activities, "parent-child salons", "parent-child clubs", etc. Relevant courses can also be organised to provide educational guidance for parents, such as the Dual Career Thirdly, the community can recruit university students or postgraduates in preschool education as volunteers to distribute leaflets on

scientific parenting, provide professional knowledge to parents in the community, and answer patiently to parents' confusion and questions on parenting.

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