

On the Development Trend of Parent-child Education for Children Aged 0-3 in China

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Abstract

As part of preschool education, early childhood education before the age of 3 is not only closely related to brain development, language and motor skills, but also provides a good foundation for children's learning, development and life. This stage is aimed at promoting the harmonious physical and mental development of infants and toddlers, and is the main stage of education that lays the foundation for individual lifelong learning. The approach is derived from family education, nursery education and nursery class education and community-based Parent-child education. This paper first introduces the types of Parent-child education in China, and finds from the research that early education research in China has entered a rapid development stage, and the quality and quantity of research has been improving and progressing, however, the strength of research teams, institutions and research publications in early education in China is still relatively weak. This study will look into the future and hope that more educators will focus on Parent-child garden construction, talent training, curriculum development and service system to help build an open and diverse parenting guidance service system and help children grow up healthily; strengthen the integrated management, professional early education curriculum construction and enhance curriculum localization and applicability. To provide support for future Parent-child garden early education model.

Keywords

China; Parent-child Garden; Early Education.

1. Introduction

The American psychologist White once said: The importance of a child's first three years of experience is far greater than we ever imagined. Every simple action in the life of a suckling or toddler is the basis for all their later development. He also believes that there is no job more important than nurturing children before the age of 3. Some studies have shown that children who grow up with a sense of attachment security are more likely to trust their teachers and peers when they enter a group, adapt to new environments more quickly, and focus on learning and exploring their environment with confidence, and are trusted by their teachers and peers, and are more likely to be happy, cooperative, studious, and understanding children. We can see that the development of Parent-child attachment behavior in children is like an emotional bond that binds both parents and children together. The main role of parents is to help their children solve the confusions and worries they encounter in the process of growing up, to smoothly transition from one developmental stage to another higher one, and to lay a good foundation for the formation of good personality qualities.

2. Functions of the Parent-child Garden

The Parent-child garden is a Parent-child early education institution that appeared in China only in the late 1980s. It is popular among parents, especially parents of 1 to 2 year old children, because it fills the stage gap of 0 to 3 year old education. The Parent-child garden, as the name

suggests, is a paradise for parents and their children, where there is a large space for activities, a physical environment suitable for the full development of children's potential, and amiable teachers. It helps parents to improve their quality, attitude, mannerisms, scientific parenting content and methods, and the quality of Parent-child education and future national quality.

Parent-child classes are divided into age groups of about 8 to 10 students each, and are held several times a week, accompanied by parents or other caregivers, with the aim of cultivating children's goodwill toward the nursery class and their closeness to the teacher, making adaptation to the school less difficult. Children come to the nursery at prearranged and regular times to participate in Parent-child activities and receive on-site guidance from professional teachers on scientific parenting. This dynamic on-site participation and learning is more helpful to parents in improving their parenting philosophy and behavior than the traditional static, didactic learning in parenting schools. It can be seen that parenting education is both child-oriented and parent-oriented. The main functions are manifested in the following areas.

2.1. Guidance for Family Education

Family education is an education based on the Parent-child relationship, a special interpersonal relationship that gradually forms and develops. For children before the age of 3, the Parent-child relationship is the most basic, strongest and irreplaceable of all interpersonal relationships. Parents are supreme in the child's mind, and their actions and behavior are imprinted in the child's mind and have a profound impact on his or her life development.

2.2. Provide Opportunities for Both Parents and Children to Interact in a Group

Parent-child gardens can provide an opportunity for both parents and children to interact in a group to improve children's sense of security and self-confidence, to arouse parents' childlike spirit and passion for parenting, to facilitate parents' understanding and discovery of their children's developmental strengths and temporary weaknesses among their peers, to support and guide their children's development in a more targeted manner and to enjoy the joy of bonding and growing together in activities.

2.3. Provide Opportunities for Children to Interact and Learn in Many Ways

Parent-child classes can provide opportunities for children to interact and learn in many ways, promote the full development of children's natural potential and social adaptability, and can serve as a bridge to achieve a smooth transition from home to kindergarten.

2.4. Provide Opportunities for Parents to Interact and Learn from Each Other

Parent-child classes can provide opportunities for parents to interact and learn from each other, allowing for the rapid integration and dissemination of beneficial experiences. Teacher modeling in activities can also have a greater effect because of the hands-on nature of Parent-child activities. During Parent-child activities, parents, children and teachers all build friendships and develop through interaction.

3. Types of Parent-child Gardens

Before 2000, the Parent-child garden in China focused on the ancient and modern ideas of Parent-child garden, intellectual development, and critical period, and also focused more on the education of young children. By combing the origins, development, representative views and treatises of the ancient Parent-child garden idea in China, it was discovered that this educational approach promotes the intellectual development of infants and toddlers. during 2001-2010, the field of Parent-child garden continued to focus on Parent-child garden idea, children's growth and development, and other physiological aspects. in 2009, the National Medium and Long-term Education Reform and Development Plan Outline (2010--2020) clearly states, "By 2020, the national pre-school education penetration rate should reach 85%;

emphasis should be placed on the education of infants and toddlers aged 0 to 3 years old." The State Council's Opinions on the Current Development of Preschool Education states, "Develop preferential policies to encourage social forces to run and donate to kindergartens. Support and funding for enterprises and institutions to run kindergartens", "a variety of ways to strengthen the construction of early childhood teachers. The establishment of kindergarten director and teacher training system to meet the diverse learning and development needs of early childhood teachers. Each region will conduct a round of professional training for kindergarten directors and teachers within five years." The Fifth Plenary Session of the 18th CPC Central Committee pointed out the implementation of a comprehensive two-child policy. The promulgation and implementation of the Law of the People's Republic of China on the Promotion of Private Education also provides legal safeguards to support and reward private education. This series of laws and regulations provides sufficient target groups and policy support for the Parent-child garden industry. As a result, since 2011 to date, the state has begun to focus on Parent-child kindergarten curriculum, experience learning, and striving for national curriculum standards, qualification access, and teacher qualifications to secure conditions. According to the China Early Childhood Education Industry Market Foresight and Investment Strategic Planning Analysis Report, it can be seen that with the liberalization of the two-child policy, the next few years will usher in a peak period of infant births. With the support of the government's policy dividend, the infant and toddler related industries are developing rapidly, and the early education industry has become an important part of it. With the improvement of people's economic living standards, child parenting has become one of the most important educational content for many parents.

4. Conclusion

Looking into the next ten years, China's early childhood education industry has the strong support of five factors: population base, urbanization, consumption upgrade, family structure, and education tradition. The Chinese market has enough depth, and the industry contradiction of strong demand and limited supply of quality education resources will make the scarcity of quality education resources generate high premiums in the future. China now needs to make every effort to learn the process of building the U.S. educator competency system, its main contents and suggestions for use, etc. Establish a guarantee system for intervention inside and outside the family, improve the layout of family intervention programs, form a multi-sectoral cooperation mechanism for family intervention, and improve the quality of family services. In reality, the increasing demand for early childhood education in China has led to the rapid development of the early childhood education industry in China, and the competition among institutions has gradually become fierce, and it is found that most of the curriculum and teaching practices of the childcare service institutions are "fetishistic" to varying degrees.

For example, many Parent-child gardens are directly introducing foreign educational concepts to set the curriculum, including "multiple intelligence theory," "Orff music education," "Montessori education method" "sensory integration training" and so on. Dewey pointed out that "the real center of the interconnection of school subjects is not science, not literature, not history, not geography, but the social life of children themselves. Since there are differences in many aspects such as educational environment and cultural background at home and abroad, the development of education in China needs to be based on the actual situation in our country, comprehensive use of regional resources, and continuous innovation to generate new curriculum. Combining local regional cultural characteristics, localization and applicability of attempts to integrate traditional folk sports games into teaching activities and traditional Chinese culture into the activity environment. The development of education in China should also pay more attention to the enlightenment, potential and long-term nature of early education.

A high-quality curriculum has a significant impact on the development of young children, so it is important to adhere to the application of the scientific concept of development in the construction of early education programs. For some small and medium-sized institutions that have difficulty surviving, constant updates are increasing, while large, high-quality early childhood institutions are diversifying in all directions. The future competition of Parent-child institutions is more inclined to combine their own resources and capabilities, in synergy with capital, to open up the competition between the key links of the value chain of the Parent-child industry, and there is an urgent need to form a regulatory research behavior and construct a code of ethics for research. Accelerate the development of 0-3 years old Parent-child garden services, create leading enterprises, and gradually sink to lower cities through market diversification and integration, so as to make up for the current regional differences in early childhood education, ensure education quality and equity and meet the growing demand of families for infant care and childcare.

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