

Under the Perspective of Social Systems Theory A Study on the Methodological Orientation of Family Education in Contemporary China

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Abstract

In the contemporary social environment of Chinese family education, the "trial and error" education method, which was originally based on admonition and dominated by parents, is no longer adapted to the needs of the complex society and competition in education, and the "trial and error" method, which is another orientation of family education, is receiving more and more attention from the family education perspective because of its characteristics of child subject and experience generation. The other orientation of family education method, "trial and error", is getting more and more attention from the vision of family education because of its characteristics such as children's subject and experience generation. The social system theory of Luhmanns is a cutting-edge theory in philosophy and sociology today, and its analysis of the concepts of self-reference, structural coupling and risk is useful for the study of the dual structure of "trial and error" and "trial and error" in family education. Its analysis of the concepts of self-reference, structural coupling, and risk is an important reference for the study of the connotation and value breakthrough of the "trial-and-error" and "trial-and-error" dichotomies in family education. From the perspective of Luhmanns social system theory, the "trial and error" and "trial and error" approach to family education reveals that there are developmental obstacles such as lack of theory, lack of resources, and psychological anxiety, and further proposes the directions of autonomy, individualization, and lifelong learning. It further proposes the direction of transcending the methodological orientation and provides a more ambitious theoretical path for the development of family education methods.

Keywords

Family education, Trial and error, Educational methods, Social systems theory.

1. Formulation of the problem

China has emphasized family education since ancient times, and from the pre-Qin period until modern China, family education has been indispensable to the entire social system. In recent years, as the ideological and cultural level of society continues to improve, the people's demand for family education has gradually diversified, especially as family education moves from a closed system to an open one, and the connection with school education and social education has increased significantly, the national government has also moved from a shallow service periphery to a deeper educational kernel construction for the development of family education. In terms of national policy[1], the Opinions on Further Strengthening Family Education promulgated by the All-China Women's Federation and the Ministry of Education in 2004 mentioned that "the main tasks of family education include educating and guiding parents to master scientific knowledge of child-rearing, realizing a change in educational roles and styles, changing from mere educators to co-learners, and from one-way instillation to two-way interaction, and enhancing the relevance, scientificity and effectiveness of family education.

Educate and guide parents to acquire knowledge of scientific parenting, realize changes in educational roles and educational styles, change from mere educators to co-learners, and from one-way instillation to two-way interaction, so as to enhance the pertinence, scientificity and effectiveness of family education; educate and guide parents to expand the space for family education, support their children's participation in social practice, take the initiative in cooperating with school and social education, and promote the integration of "three kinds of education," so as to realize the transformation of family education from a closed type to an open type. In 2015, the Ministry of Education issued the Guiding Opinions on Strengthening Family Education, which mentions that "we should always adhere to the child-oriented principle, respect children's reasonable needs and personalities, create the necessary conditions and life situations suitable for children's growth, and strive to grasp the regularity of family education; we should improve our own quality and ability, actively play the role of role models, and form educational synergies together with the school and the society, so as to avoid the lack of education, insufficient care and improper teaching, and effectively strengthen family education". In addition, the "Family Education Guidance Manual 2020" (Parents' Volume and High School Chapter) also emphasizes the importance of true experience in family communication to facilitate growth, and handing over the "rudder" to the children, and so on. In terms of practical promotion, since 2016, China has established 10 national experimental zones for family education at different levels, promoting the meta-development of family education by means of government policies, scientific theories and platform sharing.

The diversified development of family education has achieved some success, but in the face of the complexity of the contemporary information society and the over-centeredness of the school, contemporary family education is unable to adapt to the development of the times because of the inadequacy of its own construction. First, it cannot adapt to the development of society. The concepts and methods of traditional family education collide with the ever-changing information society in many ways, such as children's dependence on Internet information leads to mistrust of family education, and the lack of methods in family education fails to solve the contradictions and conflicts that arise in children's growth, and so on. Secondly, the unique value of education is not clear. In the overall education environment, the education ecology is complex and diverse, and the information on education is complicated, so the positioning of family education is too narrow and the methods are mechanical, which makes it easy for it to become an appendage of school education, and its unique value has not yet been utilized as it should be.

Relative to the international education frontier countries, contemporary Chinese family education concepts and methods do still have a large space for development, especially the understanding of family education on the method of orientation, by the historical inheritance and basic support and other factors, there is still a gap between China and some countries, such as Japan, Finland and other countries in the pursuit of personalization, autonomy, lifelong family education in the world's education arena exudes a different luster. The family education in Japan, Finland and other countries exudes a different luster on the stage of world education due to the pursuit of personalization, autonomy and lifelong learning. Starting from the pursuit of autonomy, personalization and lifelong development of family education, "trial and error" in contemporary family education is a compound theme centering on space, method and concept, which is of significance for enhancing the ability of contemporary family education to cope with the complex world, enriching the vivid content of contemporary family education and catching up with the world level of contemporary family education. The theme is of significance. The study of "trial and error" in contemporary family education mainly focuses on the children in the family as the object of study, and is concerned with the provision of adequate and appropriate trial and error support for the development of children in the whole family in terms

of educational methods and concepts, so as to achieve the educational objectives of autonomy, personalization and lifelong education in family education.

"Trial and error" are two aspects of the methodological orientation of family education, which cannot exist in isolation from the social system, and whose methodological orientation must also be related to the social system. The social system theory of Luhmanns is a cutting-edge theory that is of common concern to philosophy and sociology today, and is also a bright spot in the world trend of philosophical development. Luhmann's conceptual analysis of inner institutions, open systems, and self-referentiality is an important reference for the study of the connotation and value breakthroughs of the dichotomous structure of "trial-and-error" and "trial-and-error" in the orientation of family education methods. This study clarifies the path of breakthrough and transcendence of the methodological orientation of family education in contemporary China through the three dimensions of theoretical appropriateness, practical obstacles and transcendence direction, so as to promote the connotative development of the scientific construction of family education.

2. The theoretical basis of the research on the methodological orientation of family education in modern China under the perspective of social system theory

2.1. Self-reproduction

Autopoiesis is applied to living systems, understood as self-producing and self-sustaining units, which proceed in such a way that the components repeatedly produce the same network through their interactions. Autopoiesis is organizationally closed and therefore autonomous. At the same time, living systems are materially and energetically open[2].

Historically, parents have been in the dominant position in education, favoring "trial and error" and ignoring "trial and error", and even when trial and error is involved, it is limited to very limited operational behaviors, such as the inheritance of handicrafts, life management skills, and so on. skills, etc. This indifference to "trial and error" restricts the potential of children's development in family education, and in the final analysis, it is the result of the children's own loss of the main right to "trial and error". Children are living beings, the main body of family education, with the function of self-restructuring, whether "trial and error" or "trial and right", family education should be treated equally. Family education should be the most relaxed and free educational environment for children, so that they can continue to draw on the nutrients of "trial and error" and "trial and error" and improve their ability to interact with each other, so that they can continue to transform and enhance each other's values and achieve their own development.

2.2. Structural coupling

Structural coupling (Strukturelle Kopplung) characterizes the special relationship between systems. Structurally coupled systems are dependent on each other - and therefore not Autarkie-but at the same time they are operationally autonomous, so that they act as each other's environment. First-order observation differs from second-order observation, which can observe its own peculiar operational relativity.

Family education, as a system that contains a number of elements that interact with each other, is an independent system with an independent operating system, but family education is situated in the social environment and is affected by all the elements of the social environment. The view that family education is a private matter within the family has evolved to the point that family education is a matter of concern to the whole society. From this, we believe that today's family education is no longer a private matter that can be handled by parents at will, but needs to follow certain social norms, and that its "trial and error" follows the social norms.

"Trial and error" is equally necessary. The interaction between the dualistic approaches of "trial and error" and "trial and error" requires a relaxed and free but supportive social environment, and the construction of a mechanism for trial and error, tolerance of error, and the transfer of error from national policy, school cooperation, and social support.

2.3. Risks

Modern society is a risk society for Luhmann not because it creates harm, suffering, destruction and misfortune - all past societies have done the same[3]. Instead, it is a risk society because there is no longer a tolerant veneer of fate or misfortune that can be wrapped around harm. The social dynamics of communicating risks and dangers does not lie in the hazards themselves, but in the communication of risks and the handling of them. "Trial and error" in homeschooling methodological approaches is usually supported by positive outcomes, while "trial and error" is accompanied by negative outcomes, and in conjunction with social systems theory definitions of risk, "trial and error" is not a method that leads to risk. "Trial and error" is not the cause of the final outcome, but rather the inaction of society, family, school, etc., after trial and error, is the cause of the final outcome, and there is no judgment on the nature of the outcome, just as the Sociology of Risk argues that "the difference between life and death is not the appropriate angle of observation, but rather the difference between long and short life is the appropriate angle of observation. transient life is what is pertinent."

3. Realistic Obstacles to the Exploration of the Methodological Orientation of Family Education in Modern China under the Perspective of Social System Theory

3.1. Government policies, educational platforms, social dynamics and other aspects have not yet been able to provide support for the in-depth development of the methodological orientation of family education, and the path of "trial and error" progression lacks a proper context.

The report on the mid-term evaluation of the 11th Five-Year Plan in Shanghai and Fujian points out that there is a relative lack of family education professionals; the guidance team is older and slower to update its ideas, failing to meet the needs of multi-level parents for family education; there is sometimes a preponderance of contingency support for family education problems, with insufficient early intervention and prevention; systematic theoretical research and training for the guidance team need to be further strengthened, as do teaching materials support, monitoring and evaluation, and institutional safeguards. There is insufficient support for early intervention and prevention of family education problems; systematic theoretical research, team training, teaching materials support, monitoring and evaluation, and institutional safeguards need to be further strengthened. Even in 2010, when the Women's Federation issued the nationally standardized Family Education Outline, it still focuses on basic family education content such as physiological development, personality and emotions, and logical thinking skills, and does not yet provide guidance on family education methods, especially on "trial and error" developmental paths and solutions[4].

In the article "Cultivating a New Ecology of Family Education - Exploring and Promoting Family Education in National Family Education Experimental Zones" published on the website of the Ministry of Education, China established 10 national family education experimental zones at different levels in 2016, which provided regional optimization positions for family education, opened doors and pushed windows to set up demonstration schools, etc., and optimized a large service platform for family education. In addition, the optimization of a large service platform for family education, such as Zhongshan City, Guangdong Province, "air parents school" with a click of the mouse or send a text message, you can through the air information docking, to find

a good policy for family education. But back to the reality of family education children to try new things encountered obstacles to the development of parents for their children "trial and error" to produce regret helpless situation, there is no first-line family education guidance platform can be penetrated into the thousands of households, and even family education guidance this industry is not yet a national professional and consistent threshold of entry and training mechanism.

Most of the children's important educational decisions come from family education, family education to a large extent carries the children's future development path, especially relying only on parents' own strength will result in insufficient motivation to promote the breakthrough of the family education method orientation, the evolution of the education method needs to come from the voice of the community and motivation[5]. In recent years, the debate about the need for trial and error for children has appeared in the press, in 2020 China Youth Daily, "high school students ask their parents for the right to trial and error" is disobedient", Guizhou Political Consultative Conference Newspaper, "read and understand the true meaning behind the child's demand for the right to trial and error", but in view of the current situation, the majority of social support for family education comes from the parents themselves. However, given that most of the social support for family education comes from the limitations of the government, even if social support is concerned about the need to change the methodological orientation of family education, its fragmented and superficial dissemination makes it difficult to change the situation of rigid and mechanical methodological orientation in a short period of time, and the transcendence of the methodological orientation of family education needs to be supported by systematic discernment.

3.2. The traditional family education method in China has historically emphasized discipline rather than experience, coupled with the fierce competition for talent in contemporary society, parents' family education has increased anxiety under the influence of high expectations, and parents usually replace their children as the main body of the will to "try to get it right" and "try to get it wrong".

Family training is China's family education is a unique documentary culture, China's ancient parents in order to educate their children to specialize in writing admonitions, family rules, family books, etc., and its educational methodology mainly originated in Confucianism, Confucius has proposed "for the father, stop at the charity", visible in traditional Chinese family education focus on parents of children's rigorous discipline, coupled with the model of the With the requirement of daily education, the main body of traditional family education is more concentrated on parents[6].

The fierce competition in modern society, coupled with the lack of positive guidance from schools for family education, has led to obvious anxiety in family education, which is highly prone to negative perceptions of trial and error. The value of quick success and quick profit induces parents to have too high expectations. In a questionnaire survey on "home-school cooperation and youth development" conducted jointly by China, Japan and Korea in 2001, 42.2% of the 580 Chinese parents surveyed wanted their children to go to graduate school, compared with only 1.6% and 24.7% in Japan and Korea. Parents have high expectations and are prone to impatience, often choosing to discipline their children in a simple and brutal way, and are difficult to tolerate their children's "trial and error" behavior. The orientation of the family education method needs to be constructed by the children themselves. According to the self-referential theory in Luhmann's social system theory, only when the children themselves master the skills of "trial-and-error" and "trial-and-error" can they reverse the change from "other-discipline" to "trial-and-error" in the family education method. Other-discipline" to "self-discipline".

3.3. The theoretical construction of the family education method itself is not strong, especially the quality of the prefabricated panels supporting "trial and error" is worrying, family education does not dare to make new attempts, and parents and children are not good at transforming the value of "trial and error".

In Gao Shuguo's 2020 article "Theoretical Lack and Confidence Reconstruction of Family Education Research in China", 27,997 articles on family education were searched on ZhiNET, of which 6,670 were on family education, and the others were on social education, school education, left-behind children, home-school cooperation, and guidance on family education. The other articles are related to social education, school education, left-behind children, home-school cooperation, and guidance on home education. Among the 6,670 articles, 98% of them have never been cited, 2% have been cited only once, less than 1% have been cited more than twice, and only 2-3 articles out of 6,670 have been cited 7 times at most. This shows that Chinese family education research has more individuality than commonality, more sensibility than rationality, and the overall theoretical level is not high. The theoretical construction of family education in China lacks overall design and high level construction, resulting in the fact that the methodological orientation of family education cannot effectively accommodate the value transformation of "trial and error". Based on the lack of theoretical support, but the reality of family education conflicts need to be resolved, parents should actively deepen the study of scientific pedagogical, psychological and philosophical theories, to increase the endogenous power for the value of family education, in order to balance the "trial and error" and "trial and right" in family education, and to reasonably transform the "trial and error" into "trial and right". In order to balance "trial and error" and "trial and right" in family education, the value of "trial and error" can be reasonably transformed[7].

4. The Transcendent Direction of Exploring the Methodological Orientation of Family Education in Modern China under the Perspective of Social System Theory

4.1. Autonomy

Family education should also trial and error right to the child, so that children develop the ability to self-management, self-adjustment, follow the children's own development, which involves the relationship between adult guidance and the subjectivity of the child, parents in the process of guiding the child should be regarded as a positive, dynamic individual, as the main body of learning and development, pay attention to the cultivation and development of the child's initiative, enthusiasm, creativity[8]. Parents should not be indoctrinators and commanders, for example, "trial and error" is often carried out in a controlling way, but should try to be good at giving power to "trial and error", observing the process, transforming the "trial and error", and making the "trial and error" process more effective. "Instead, they should strive to become a guide and helper who is good at giving power to trial and error, observing the process, and transforming the value of trial and error. Pay attention to the age characteristics, interests and experiences, abilities and emotional characteristics of children, and actively create appropriate environments and conditions for them, encouraging children to participate actively, actively operate, boldly explore, dare to think, and fully interact with each other, and to increase their knowledge, develop their abilities, exercise their behaviors, and cultivate a positive and proactive attitude and an independent spirit in practice, so as to lay a good foundation for the children's future development and lifelong learning[9].

4.2. Personalization

While "trial and error" tends to emphasize authoritative standards, "trial and error" helps to identify children's individualized developmental characteristics because it deviates from the established developmental trajectory of the attempt. The research study conducted by Zhang Mei and Hu Xueliang in 2011 in the Research on Foreign Education, "Japan's Family Education Value Orientation and Its Background: A Comparative Study with China", shows that[10], Chinese parents emphasize the factor of learning above all else, while Japanese parents emphasize the factor of personalization of their children, and that the phenomenon of the involution of competition in education in the last two decades has not been alleviated. Until recently, the Ministry of Education has promulgated the "Double Reduction Policy", and the development requirements of parents for their children to cultivate individualization and effectively face the requirements of test-based education have only returned to the social field of vision. Parents should allow their children to develop according to their own characteristics and possibilities in addition to the basic development, which requires "trial and error"[11]. Parents should correctly recognize that each child has an individuality different from others, and while comparing horizontally with other children, they should pay more attention to vertical comparison to see whether their children have made progress on the original level. Only in this way can the child's evaluation be comprehensive, objective, fair, and conducive to the promotion of children's development and the formation of a good sense of self. Family education "trial and error" should not be blind, precisely should have the scope, frequency, difficulty and other indicators, parents need to combine their children's personalities, psychology, ability and other characteristics of the breadth of trial and error, density and difficulty to grasp, for the pursuit of personalization can not be polarized[12].

4.3. Lifelong

Evaluation of children's explicit development and hidden potential should be harmonized, in our country there is a common tendency to pay too much attention to the acquisition of knowledge in the near future and ignore the potential of long-term and social personality qualities. In order to realize the sustainable development of children, parents should not only see their children's explicit development, but also pay attention to their children's ability to obtain more developmental qualities and potential in the process of "trial and error"[13]. The understanding of family education should evolve from thinking that family education is only for pre-school children to lifelong education, which is truly integrated with today's learning society. Thus, we believe that today's family education should be truly integrated with family life, develop children's awareness and ability to deal with problems independently, so that they can solve problems confidently in the face of complexity, so that they can continue to improve themselves under the requirements of lifelong education, and so that family education can become a part of a learning family and a learning society.

5. Conclusion

The article carries out research on the methodological orientation of family education in contemporary China under the perspective of Luhmanns social system theory, breaking down the barriers of "trial and error" and "trial and right", transcending their dualistic attributes, and revealing the developmental obstacles such as the lack of theory, lack of resources, and psychological anxiety in the context of "trial and error" and "trial and right" methodological orientation of family education. It breaks down the barriers between "trial and error" and "trial and right", transcends their dualistic attributes, and reveals the realities of theoretical deficiencies, lack of resources, psychological anxiety and other developmental obstacles, and further puts forward a transcendent direction of autonomous, personalized, and lifelong

methodological orientation to provide a more grandiose theoretical path for the development of family education methodology.

There are two other points that need to be emphasized here to provide a more suitable ground for research on the methodological orientation of family education: first, the family as a source of support for the development of children. The American sociologist T. Parsons examined the changes in the middle-class American family in the 1950s and pointed out that the importance of the family as an economic, political, and welfare institution was declining, while its importance as a facility for socialization and child rearing as well as for providing psychological support for adults was rising, and that the family provided an emotional source of support for adults in a society that was highly competitive, unstable, and devoid of personal emotions. source of emotional attachment[14]. The "trial and error" and "trial and right" approaches to family education require the care and concern of every member of the family in order for children to have the confidence and courage to develop and improve themselves; secondly, to build a firm sense of boundaries, and not to "step over the line" on matters of principle. "Step on the line". Families in the process of training their children to adulthood, children independently choose to try new ideas, affairs, and then experience the process, constantly combined with their own experience to continue or give up, improve their own ability to improve the ability to cope with the complex world. Trial and error in family education mainly focuses on the establishment of children's correct outlook on the three, perfect learning ability, socially appropriate character and behavior, etc., which is conducive to the direction of children's growth, and should not explore the moral and legal bottom line, arbitrary trial and error, which will lead to the degradation of education.

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