

The Current Situation of Parents' Educational Concept of Young Children Under the View of Legal System and the Strategy to Improve It

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Abstract

With the rapid development of science and technology and culture, the educational concept of parents of young children has also undergone many changes, and the phenomenon of parents' difficulties in raising their children and educational anxiety has inevitably emerged, thus limiting the development of young children. In the context of a comprehensive rule of law, it is worthwhile for the community to think deeply about how to improve the level of educational concepts of parents of young children. Previous studies by scholars have ignored the legal context in which the era is located, and the exploration of parents' educational concepts is more one-sided. This study will combine domestic and international research results and relevant theories to investigate and analyze the current situation of parents' educational concepts of young children, with a view to helping parents improve their educational concepts.

Keywords: early childhood, legal system, educational concepts

1. Introduction

In today's society, obvious family education conflicts, parenting anxiety among parents of young children, and tension between parents and children are phenomena that have received attention from all walks of life regarding family education. With the rapid development of science, education, culture, and the legal system, the educational concepts and awareness of parents of young children have also undergone many changes, and the educational concepts of parents of young children can implicitly influence their parenting behaviors toward young children. In this context, this study provides an in-depth understanding of the current situation and changes in parents' educational attitudes, analyzes the reasons for these changes, and offers suggestions to further improve parents' educational attitudes and to better promote the overall physical and mental development of young children.

In comparison with previous studies, we can find that most of the studies on parents' educational attitudes have ignored the legal context of the time, and the discussion on parents' educational attitudes is partial and one-sided. Therefore, this study is based on the perspective of the legal system and proposes strategies that are current and up-to-date. Through this study, we hope to establish the correct educational concept for parents of young children and provide a certain path to become a "good parent" who is a supporter of young children's development.

2. Connotation and Structure of Educational Concepts of Parents of Young Children

Since young children are not fully developed physically and mentally, and their development in all aspects is in its infancy, parents of young children play a major role in building the environment in which young children

grow up. Lisa A. Turner (2003) investigated the relationship between parental perceptions and children's achievement motivation and showed that fathers' perceptions of education could predicted child achievement (Lisa A, Turner & Burke Johnson, 2003). A study by the National Institute of Child Health (2004) addressed the influence of parental educational perceptions on children's competence and autonomy, suggesting that: parental perceptions have significant orienting effects on children's behavior and cognition. After years of theoretical and practical research at home and abroad, the research on parental educational perceptions has become more systematic and specific. In the following, the connotation of parents' conceptions of early childhood education and the structure of parents' conceptions of early childhood education are developed.

2.1 The Connotation of Parents' Conceptions of Early Childhood Education

Scholars in the fields of psychology and education at home and abroad have different views on the essence of parenting concepts.

McGillicuddy-DeLisl (1982) argued that parents' educational conceptions are mechanisms of action that rationalize and reinforce the construction of children's experiences and thus adopt positive or negative strategies according to children's learning, and are regarded as mental representations of facts. Yu, Guoliang, and Xin, Tao (1995) interpreted parents' educational conceptions in the field of social cognition and proposed that "parents' educational conceptions are parents' understanding of children's upbringing based on their knowledge of children and their development." after synthesizing domestic and international research results. Parents' educational conceptions have a direct and significant impact on parents' parenting goals, parenting directions, and the educational methods they choose for their children. In a study of parents' educational perceptions of children, Chen, H. C., and Wang, L. (1997) conducted a study on parents of children aged 1-10 years and pointed out that parental educational perceptions are usually: the views and ideas held by parents in the process of educating and raising their children in terms of child development, educational approaches, educational methods, child plasticity, and confidence in successful education. (Willoughby M, To., 2004).

Based on the studies of various scholars, the educational concepts of parents of young children can be defined as the parents' rational understanding and subjective requirements about the development of their children and how to develop them, which are formed in the parenting practice and parenting thinking activities.

2.2 Structure of Parents' Perceptions of Early Childhood Education

In order to better analyze the educational conceptions of parents of young children, scholars at home and abroad often take the components of parents' educational conceptions as the starting point to build the structure of parents' educational conceptions and conduct more in-depth studies. Due to the rich connotation of educational conceptions and the different focuses of research, there are different degrees of differences among the structures of parents' educational conceptions. In her study, professor Chen Yomei (1995) made the following divisions of parents' educational conceptions: parents' views of children, talents, and education, and used them as a framework. Zhu Junqing and Chen Huichang (2000) believe that the content of parents' educational concepts includes parents' educational approaches and methods for their children, and includes not only parents' views on parenting but also parents' ideas on school education. Scholars Xu and Pang (2005) explained the basic structure of educational concepts in four parts, divided into four main parts: methodological view, child view, evaluation view, and goal view.

Comprehensive research by various scholars shows that the educational concepts of parents of young children include: educational concept, child concept, talent concept, and parent-child concept.

3. Overview of the Current Situation of Parents' Educational Concepts of Young Children

Parents' perceptions of early childhood education and their views on education methods usually come from their own social and cultural perceptions or their individual life experiences and influences. Developmental psychologists tend to emphasize the role of self-construction, while social psychologists emphasize the influence of social culture on parents' perceptions (Chen, H. C. & Wang, L., 1997). In order to understand the current situation of parents' educational perceptions of young children, through survey analysis, this study will analyze in depth the current situation of parents' educational perceptions under the legal perspective.

The influence of today's social situation on parents' educational concepts is all-round and multi-disciplinary, and also has a strong ability to influence. Nowadays, the traditional cultural cognition in China is intermingled with the contemporary transformation of technological development, education policy reform, education bill implementation, etc., and the educational conceptions of parents of young children have the following characteristics.

3.1 Anxiety Dominates the Educational Concepts of Parents of Young Children

At present, China's economic level is rising rapidly, and the international and domestic forms have also changed. The main contradiction of our society has changed, which is reflected in education in the form that our country

faces the contradiction between the people's growing demand for high-quality and diversified education and the unbalanced and insufficient supply of high-quality and diversified education (Yu G.L. & Xin T., 1995). The family structure has also changed to a more compact and simple form of nuclear family, and the increased economic power of parents and the more intense competition in the society make parents pay too much attention to the development of young children, leading to anxiety generation.

Parents' perception of education for young children is that families often provide a rich environment of material resources for their children, such as sending them to high-priced kindergartens and various interest classes. Parents place their children's growth in kindergartens or educational institutions in order to achieve better development, while often neglecting their children's emotional needs, resulting in an imbalance between material and emotional needs.

3.2 Personal Empiricism Dominates Parents' Concept of Education for Young Children

Due to the continuity of traditional concepts, there is a continuous and far-reaching influence on parents' educational concepts. Although parents gradually recognize and accept western educational ideas and culture with the wave of economic globalization, the large patriarchal system still plays a dominant role among parents of young children, and because of the infancy and incomplete development of young children, parents of young children tend to be overly concerned or even interfere with their children in the process of parenting out of the starting point of "for the good of the children". This has led to the prevalence of personal empiricism in parents' educational concepts.

Parents' own upbringing and social experiences have led them to exclude risks to their children's future development and to prevent them from correcting possible mistakes. For example, when a child is engaged in challenging play, parents may choose to stop the child or frequently remind the child to be safe out of their own experience. Parents may also interfere in what they believe to be the right way when a child is about to make a choice. The presence of such personal and empirical views of parents may encroach on their children's development and create a conceptual divide with them.

3.3 Policy Guidance to Change the Educational Concepts of Parents of Young Children

The family is the beginning of one's education, and parents' educational concepts determine their parenting style and thus play a profound role in family happiness and even national stability. In 2020, it was proposed to strengthen family education and family culture, which all point to the right direction for the development of family education. since 2020, with the acceleration of China's social transformation, the community's attention to family education has been climbing, and the Family Education Law of the People's Republic of China (Draft) was formed after listening to the opinions and suggestions of various parties. The incorporation of family education into the legal system in China is not only in line with the development trend of education both at home and abroad, but also in line with the need to improve the educational governance system and the development of family education.

It also meets the need to enhance the modernization of the education governance system and governance capacity.

The formation of the Family Education Law not only means that the state and society attach importance to family education, but also accelerates the change of parents' educational concept. The main focus of this legislation is to strengthen the main responsibility of parents for family education and to regulate family education guidance services and family education behavior. The law requires parents to create a good family environment for their children and provide better family education, and also provides theoretical guidance and support for parents to raise their children.

The enrichment of parents' knowledge of family education has influenced parents' view of children, and parents have gradually realized that their children are not only the appendages of parents, but also see their children as independent individuals. At the same time, the concept of education has gradually raised the status of moral education, and the importance of children's intellectual education should also focus on moral education, which are good phenomena to be happy. However, due to the continuity and longevity of traditional educational concepts, some of the parents' educational concepts have changed, but some of them, such as the ability to treat the individual and social development of their children in a dialectical way, are not good enough, and parents have too high and unrealistic expectations of their children's development and have difficulty in treating the differences between children's development in a correct way. At the same time, parents often fail to implement their own educational concepts in terms of action.

4. Strategies to Promote the Level of Parents' Educational Concepts of Young Children

Based on the current situation and the problems of parents' educational concepts under the legal perspective, this study will put forward corresponding suggestions based on parents' views on education, children, talents and

parent-children, in order to provide some solutions to the problems of parents' educational concepts and to promote the improvement of parents' educational concepts.

4.1 Establishing a Clear View of Education

The main contradictions in the educational outlook of parents of young children are expressed in the dialectical relationship between moral and intellectual education, and the contradictions between the two main aspects of children's individualization and society.

At the present stage, parents can better balance the relationship between moral and intellectual education in their educational concept, and can set an example in family upbringing, influence their children by ear in daily life, and play a positive role in guiding the moral level of their children. However, parents are still ambiguous about the balance between individualization and socialization of their young children. Since parents have a dominant role in the development of their children's individuality, they tend to pay more attention to the individual development of their children. For example, younger children tend to be anxious when they enter kindergarten and have difficulty integrating into the group, and some children are too focused on themselves and have poor empathy skills.

In order to establish a clear view of education, parents of young children should enhance their knowledge of education. Parents should have a sense of lifelong learning and continue to build their knowledge of education in a continuous and long-term process. Recognize that "human beings are social beings" and internalize the law's socialization expectations for children into the morality inherent in parents' educational concepts. They can also learn professional pedagogical knowledge through continuing education and learn from other parents by participating in community forums, trainings, and exchange meetings, in order to have emotional stability and good moral character. All institutions and groups in kindergartens and educational institutions that have the conditions and obligations to achieve legalized management should strictly implement the relevant rules and regulations, organize activities that are suitable for the physical and mental development stages of children, pay attention to the balance of moral and intellectual education, pay attention to the individual development of children in collective teaching, and implement legalized and standardized management.

4.2 Building a Child-friendly View of Differences

Parents' view of children is profoundly influenced by the culture of society. In the context of rapid economic and social development, parents of young children receive more information and have close contact with parents of young children from other families, and their view of children usually shows that it is difficult to respect the natural individual differences in the development of young children. For example, when parents know that their children are proficient in reciting ancient poems, they expect their children to do the same.

To develop a child-friendly view of differences, parents need to develop an understanding of their children, patiently identify their children's strengths and weaknesses, and compensate for weaknesses and build on strengths. Because young children have a one-sided and inadequate understanding of themselves, this is where parents must play their part. People-oriented is the spirit of modern rule of law and the core of contemporary education, parents face up to the differences of their children and make the best use of the situation to promote the harmonious and happy development of their children.

4.3 Establishing a Correct View of Talents

To raise the level of parents' educational concepts and establish a correct view of talents is not negligible. Parents' excessive expectations and requirements for their children are not only not beneficial to their children's development, but can also limit their healthy growth and cause different degrees of physical and psychological problems. For example, parents have high expectations for their children in math, which often leads to uncontrollable high frequency of bathroom visits as children feel helpless in the face of math problems.

Parents of young children need to establish a correct view of talent based on the characteristics of young children's development and help them to develop their own strengths rather than imposing their own desires on them. Parents should leave a space for their children's development and lead them down a narrow path, as young children are curious and often have unrealistic actions and out-of-the-box whims. At the social level, we should try to avoid the polarization of educational resources and create a legal and humanistic atmosphere that cares for and loves young children to prevent parents' anxiety in the social environment.

4.4 Shaping a Healthy Parent-child Outlook

The parent-child view of parents of young children is most influenced by traditional cultural factors, and shaping a healthy parent-child relationship plays an important role in promoting the level of parents' educational concepts. At this stage, parents are often able to realize that young children are independently developing individuals, but at the level of concrete practice, they often have constraints on their young children in many ways.

Parents of young children should be careful not to evaluate their children from their own subjective perspective, although the experiences and advice of parents of young children can be useful for their children's development. Parents can offer their children advice based on their own social experience and provide material and operational support, but leave the decision-making and initiative to their children. In the legal system "people-oriented" requirements, we should uphold the "all for the sake of children, for the sake of all the children", and actively pay attention to the mental health of young children to do a good job of young children's psychological work, so as to develop the ability to think and solve problems.

In conclusion, it is a long-term and systematic project to improve the educational concept of parents of young children, which requires not only the progress of parents themselves, but also the efforts of the legal system, so that all levels of society can keep up with the times and coordinate.

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