

Is Family Education the Main Factor that Influences the Formation of Children's Social Interaction? A Research on Family Education of Middle Class in China

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Abstract: In China, the middle-class families have an increasing demand for finding the right way to educate their children, because the evidence shows that the formation of children's correct social interaction behavior is closely related to family education. This paper investigates the relationship between education style and children's correct social interaction behavior through four dimensions: parents' educational philosophy, parents' intervention degree in children's activities, parents' communication style and children's social interaction performance. The results show that family education will lead to the formation of children's social interaction behavior no matter what kind it is, but democratic education can help make the formation of correct social interaction behavior and have a positive impact on the later stage of children. Because children's behavior is out of expectation, parents deepen the interference, which leads to the increase of uncertainty of family education. This feedback method promotes parents to reflect actively and injects new vitality into family education, which will promote children to form correct social interaction behavior.

Keywords: Social Interaction, Family Education

1. Introduction

In Chinese tradition, education has always been a very important thing, and with the development of China's economy, the world's largest middle class has emerged. As a result, children's education has become the concern of almost every new generation of Chinese parents. Studies have shown that families have an impact on children's development and social behavior through their socio-economic resources, parents' participation in children's education and behavior support, and these factors account for 34.4% of the differences in children's development behavior performance, among which the corresponding resources brought by family's socio-economic status account for 15.5% (Li et al., 2016). The role of parents plays in preschool stage is like the hand holding the kite. Although there is no direct contact, it plays a key role in controlling the direction and determining how high the kite can fly. In this stage, the increase of family education problems and the desire for children to become elites have always influenced the psychology of middle-class parents (Shi, 2020). Parents face the problem of how to balance the proportion of family education and school education. Some parents, because of their own cultural level, their busy working or other factors, attribute their children's education responsibility to school after they enter school age, and think that school is the main force to regulate children's behavior. They leave the duty to the school, and pay less attention on their responsibilities, or even ignore them. The school has become the primary culprit for the good and bad behavior of children. While some parents focus on their children's pre-school education and take the family as the main battlefield of their children's education. The Coleman Report published in 1966 pointed out that family education is one of the main factors affecting children's future development, but they have not reached consensus about the proportion of it.

This paper will study the status of family education in the formation of children's social interaction behavior through literature survey, questionnaire survey and person interview, and explore the relationship between different education methods and the formation of children's social interaction behavior. It is aimed to understand how the current Chinese middle-class parents recognize the role of family education, and how do they weigh the proportion of family investment and school investment, so as to understand their confusion and ideas on education, and objectively outline the role that Chinese middle-class families are playing in children's education, especially in the development of social interaction.

2. Review of literature

Previous studies have demonstrated that preschool parental education has a significant impact on the development of personality in early childhood. According to the research from Ruohan Yang (2017) indicated that family education has a direct and far-reaching influence on children's personality development through four aspects, parents' upbringing style, family atmosphere, parents' personality characteristics, and family structure. Furthermore, the proper development of cultivated infant personality also has a major effect on the development of children's social interaction behavior. Therefore, we should correctly understand the influence of family education on all aspects of children's personality development, to promote the sound development of children's personality and social communication ability.

Based on the research of Jeremy I. M et al. (2004), which illustrated the development of children's understanding of a society in social interaction, it is proposed that children's understanding and development of society should be based on triadic interaction. One is children's experience of the world; The other person's experience of themselves; the third is the interaction of others with their beliefs. This study shows that sibling effect, parenting style, and parent-child communication all affect children's psychological state and children's adaptation to the social environment; In this interaction and different views of others on the world, children are encouraged to establish a unique system of social interaction.

The researches highly similar to this study, high-end can be used for reference, insufficient can be attributed to this study:

Intergenerational Education has a great impact on cultivating children's social interaction ability, and it has also become an important form of family education. For example, Hao Xue (2014) "Analysis of the impact of intergenerational education on children's social communication ability". Although intergenerational education can not completely replace parents' family education, this survey has more inspiration for this study. Besides, according to Nicole R, (2008), relevant studies on the relationship between parenting styles, parental stress, child behavior, and child social cognitive development concluded that parent-child interactions have direct or indirect connections and effects on child social cognition and social-communicative behaviors in early life, which has large values on this research.

3. Research Questions

Regarding how much impact will family education have on the formation of children's correct social interaction behavior, this paper makes an investigation on the family education model of the middle class, probing into the relationship between the education model of the parents of young children and the formation of correct social interaction behavior of children. It will focus on the following aspects:

- (1) The influence of parents' intervention on children's social interaction behavior;
- (2) The influence of parents' communication style on children's social interaction behavior between parents and children;
- (3) The influence of parents' educational ideas on children's social interaction between teachers and students.

Finally, according to the data analysis of the questionnaire and interview, the paper will summarize the effects of different educational methods on the formation of correct social communication behavior of children in various aspects. Besides, this paper will discuss the advice and countermeasures on the mode of family education for younger children to form correct social communication behavior through literature reading and data analysis, combined with the interview results with young children and their parents.

4. The Design of the Research

4.1 The Outline of the Research

Given the issue, here is a research framework as shown below. The study will focus on parents and children and discuss the factors that will influence children's correct social interaction behavior from five aspects: the education way of parents, the communication way of parent, the degree of parents' intervention in children's life and the educational idea of parents, exploring whether family education is the major cause or minor cause of children's correct social interaction behavior.

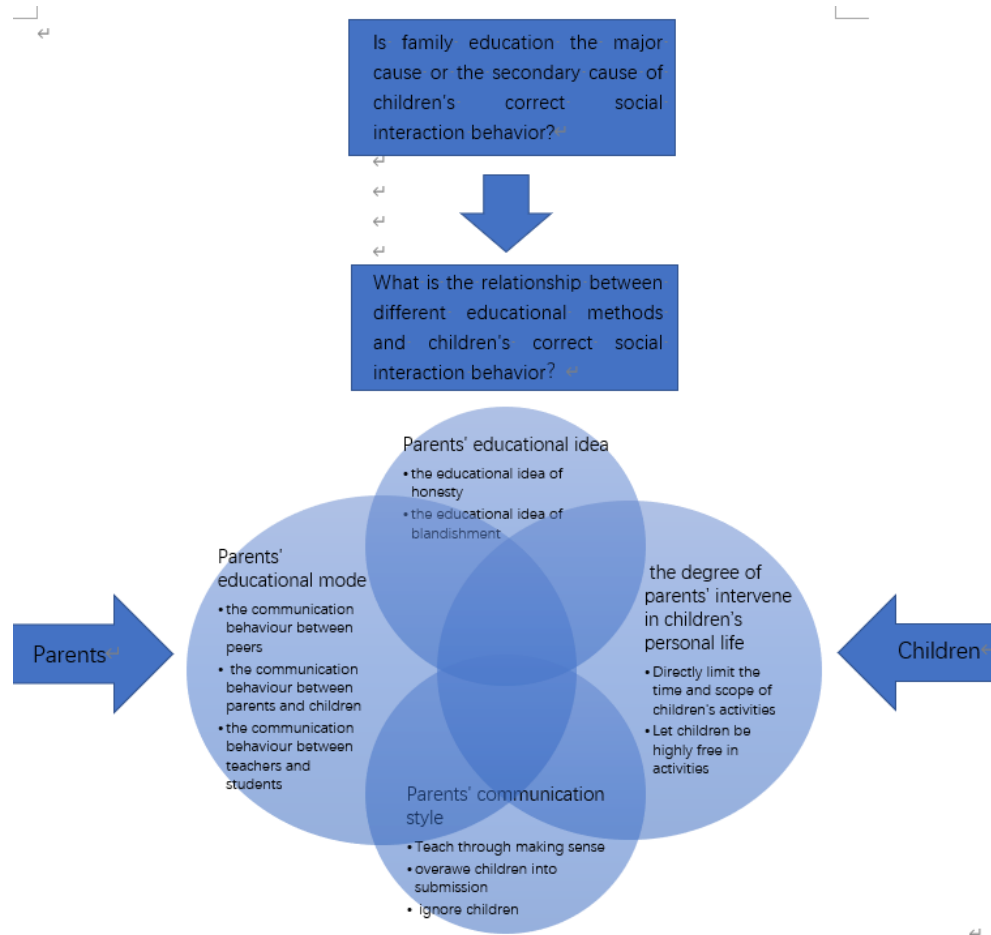


Figure 1: Research framework

4.2 The Design of Research Tool

1) The Design of Questionnaire

The questionnaire is composed of two parts. According to the general demographic characteristic, the first part includes the basic information of children and parents, mainly incorporating the gender of children, parents' age, education background, occupation, and the range of family income, etc. The second part is the relationship between different educational methods and children's correct social interaction behavior. Education methods include four dimensions: basic information, parents' educational philosophy, parents' intervention in children's activities and parents' communication style. Social interaction behavior includes peer interaction behavior, teacher-student interaction behavior and parent-child interaction behavior. The type of questionnaire is divided into multiple-choice questions and degree questions. In the questionnaire, there are respectively 21 multiple-choice questions and 5 degree questions and the last one is an open question, designed to know the extra demand of parents. The scores of degree questions range from 1 to 5, adopting Likert scale, with five options which are "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree".

The first dimension	Explanation	Corresponding questions
Basic information	education background, occupation	1,2
The educational idea of parents	The educational idea of honesty, the educational idea of blandishment	3, 4, 5
The degree of parents' intervention in children's life	Strict control, medium intervene, laissez-faire	6, 12, 13, 17
The communication way of parent	Teach through making sense, overawe children into submission, ignore children, never refuse children anything	7, 8, 9,
The social interaction behaviour of children	Parent-child interaction, parents' expectation toward children's communication performance, parents' satisfaction towards children's communication performance, the relationship between family education and children's social interaction behaviour	10, 11, 14, 15, 16, 18, 19, 20

2) The Design of the Interview

The study adopts the semi-structured interview to collect the data. According to the interview outline drawn up in advance, it mainly focuses on two kinds of interviewees: democratic family and autocratic family and the interviewees are democratic parents and their children, autocratic parents and their children. The outline of parents' interviews covers four dimensions: basic information, the communication mode of parents, the educational idea of parents, and the degree of parents' intervention in children's personal life. The outline of the children's interview contains four dimensions: basic information, the communication mode of family, the self-satisfaction of children, and the degree of parents' intervention in children's personal life, and it focuses on children's satisfaction with various educational modes and the influence of these methods to children. After careful filtering, the representative interviewees were recommended by the community staff. The interview was mainly in the form of face-to-face, and the data were collected and sorted after the interview.

Parents' Interview Outline

The first dimension	Explanation	Corresponding questions
Basic information	Education background, family structure	1
The communication mode of family	Frequency,duration,content, location,dominant speaker	2
The current status of parents' educational idea	Parents' attitudes towards teachers, parents' attitudes towards superior and subordinate	3, 4
The degree of parents' intervention in children's life	The degree of concern to children's activities, the degree of freedom given to children	5
The social interaction behaviour of children	Children's adaptation to the educational mode, the effect of different educational mode	6, 7

Children's Interview Outline

The first dimension	Explanation	Corresponding questions
Basic information	Education background, family structure, age, children's major caretakers	1
The communication mode of family	Frequency,duration,content,location,dominant speaker	2
The self-satisfaction of children	The self satisfaction in school, the self satisfaction in family, the self satisfaction in interpersonal communication	3
The degree of parents' intervention in children's life	frequency, duration, dominant person, the type of the activities, self-satisfaction	4, 5

3) The Way of Data Analysis

The questionnaire aimed at parents' general education method and SPSS is used to analyze the data of questionnaire with the assisting of the interview from the inmost satisfaction and the education model. By combining the same answers in the interview, summarizing the core interview results, and using NVivo to analyze the interview results, we can comprehend which education mode can parents help children to form correct social interaction behavior, and make the survey results more reliable.

4.3 Selection of research objects

Region: This research selects a common community in Hangzhou, Zhejiang Province as an example.

This community is built by an enterprise for the employees are in the formal establishment. The residents are basically the middle-class level and above employees of the enterprise in the community. The object of this research is to extract from the family group of the community.

The number of people:

(1) Interview: three democratic parents and three children growing up under this family education mode; three autocratic parents and three children growing up under this family education mode.

(2) Questionnaire: 120 parents

General information: According to the analysis of this study, we found that many parents are strict, excessively strict, and rude to educate their children. Once children's behavior does not meet their parents' expectations, they will beat and scold their children. Some parents overprotect and spoil their children. They tend to arrange and replace everything and limit their children's autonomy. Parents with these two kinds of behavior are called autocracy-type parents (A, 20XX). On the contrary, there is another kind of parents who take measures to solve the problems in the process of their children's growth, not beating and scolding, but offering more guidance and encouragement, so that children can gain knowledge and experience from their parents' words and deeds. This is called democratic type parents (B, 20XX)

1) Parents--Democratic and autocratic

(1) Questionnaire: The gender of parents (male, female), age

(2) Interview: The age and occupation of parents

Specific example:

① Democratic parent A: male, 36 years old. A primary school Chinese teacher;

② Autocratic parent B: female, 38 years old. General company management personnel.

2) Children--Democratic family education and autocratic family education

Interview: Gender

Specific example:

① Children growing up in democratic family education mode A: male;

② Children growing up in autocratic family education mode B: female.

Sampling method: the community is divided into North and South districts, with a total of 20 buildings, each building has 3 units, each unit has 20 family groups, with a total of 1200 family groups, and among which 303 children are from the middle class of kindergarten to the third grade of primary school. If the whole test is carried out, the cost is too high, it is also too complex to choose simple random sampling and implement the policy. Therefore, the method of equidistant random sampling is selected for this study. The family groups are numbered successively from 1 to 303, and the sampling distance is set as K , K is 2 ($k = [303 \div 120]$), that is, the sample is selected according to 2 as an interval, and a number is randomly selected, such as 105, which is the first individual of the sample, and then $105 + 2$, $105 + 2 * 2 \dots$ Select samples, that is, the first sample is 105, the second sample is 107, the second sample is 109, the fourth sample is 111... Then, select a total of 120 samples as research samples. When the sample number reaches 303, it will start from number 1 and still select according to 2 as an interval.

Time of investigation: this study began on X, XX, XX, and ended on X, XX, XX after x months.

5. Analysis of data

5.1 Integrated analysis of questionnaire

1) Analysis of the Basic Situation of the Research Objects

The use of SSPSS20.0 to make descriptive statistics on children's gender, an only child, parents' age, education background, occupation, family income, and other basic information.

(1) Basic Information of Parents' Age and Family Structure

The basic information of parents' age and family structure is shown in Table 1. Horizontally, there are 17 parents aged 18-25, 35 parents aged 26-35, 33 parents aged 35-40, and 26 parents aged 41-60;

vertically, there are 6 families with three or more children, 41 families with two children and 64 families with an only child. To sum up, most of the parents interviewed are post-80s, most of the children are only children, and parents pay great attention to children.

Table 1: Parents' age and family structure cross table

		Family structure				
		Families with three children and above	Families with two children	Families with one child	Total	
Parents' age	18~25 years old	Cumulative	1	4	12	17
		Percentage of parents' age	5.9%	23.50%	70.60%	100.00%
		Percentage of family structure	16.7%	9.80%	18.80%	15.30%
		Percentage of total	0.9%	3.60%	10.80%	15.30%
	26~35 years old	Cumulative	2	14	19	35
		Percentage of parents' age	5.70%	40.00%	54.30%	100.00%
		Percentage of family structure	33.30%	34.10%	29.70%	31.50%
		Percentage of total	1.80%	12.60%	17.10%	31.50%
	36~40 years old	Cumulative	2	14	17	33
		Percentage of parents' age	5.70%	40.00%	54.30%	100.00%
		Percentage of family structure	33.30%	34.10%	29.70%	31.50%
		Percentage of total	1.80%	12.60%	17.10%	31.50%
	41~60 years old	Cumulative	1	9	16	26
		Percentage of parents' age	3.80%	34.60%	61.50%	100.00%
		Percentage of family structure	16.70%	22.00%	25.00%	23.40%
		Percentage of total	0.90%	8.10%	14.40%	23.40%
Total		Cumulative	6	41	64	111
		Percentage of parents' age	5.40%	36.90%	57.70%	100.00%
		Percentage of family structure	100.00%	100.00%	100.00%	100.00%
		Percentage of total	5.40%	36.90%	57.70%	100.00%

(2) Basic Information of Parents' Age and Occupation Related Majors

The basic information of parents' age and occupation related majors in the questionnaire is shown in Table 2. According to the survey, parents engaged in business (33.3%) and Education (27.9%), followed by those engaged in finance and trade (16.2%). It can be predicted that 111 parents interviewed have advanced educational concepts, and they may integrate Chinese and western educational concepts.

Table 2: Parents' age and occupation related majors cross table

		Parents' occupation related majors											
		Health care	Construction/Engineering	Education	Cultural industry	Law	Business	IT	Financial trade	High-technology	Total		
Parents' age	18 ~ 25 years old	Cumulative	1	2	4	0	1	6	0	3	0	17	
		Percent of total	0.9%	1.8%	3.6%	0.0%	0.9%	5.4%	0.0%	2.7%	0.0%	15.3%	
	25 ~ 35 years old	Cumulative	2	1	14	2	1	5	2	7	1	35	
		Percent of total	1.8%	0.9%	12.6%	1.8%	0.9%	4.5%	1.8%	6.3%	0.9%	31.5%	
	36 ~ 40 years old	Cumulative	5	2	8	0	1	12	1	4	0	33	
		Percent of total	4.5%	1.8%	7.2%	0.0%	0.9%	10.8%	0.9%	3.6%	0.0%	29.7%	
	41 ~ 60 years old	Cumulative	2	0	5	0	1	14	0	4	0	26	
		Percent of total	1.8%	0.0%	4.5%	0.0%	0.9%	12.6%	0.0%	3.6%	0.0%	23.4%	
	Total		Cumulative	10	5	31	2	4	37	3	8	1	111
			Percent of total	9.0%	4.5%	27.9%	1.8%	3.6%	33.3%	2.7%	16.2%	0.9%	100.0%

(3) Basic Information of Parents' Age and Education Level

The fundamental information of parents' age and education level in the questionnaire is illustrated in Table 3. According to the investigation, 41.4% of the parents interviewed have bachelor's degree and 14.4% have master's degree or above, which indicates that more than half of the parents have received higher education, which will influence their parents' educational concept imperceptibly; 16.2% of the parents interviewed have college degree or high school education, which indicates that many parents who have received secondary education, only 11.7% of them that parents' educational background is in junior high school or below, which shows that the parents' educational concept is partial to democracy and openness to some extent, and it is difficult to lead parents to autocratic development.

Table 3: Parents' age and education-level crosstable

		Parent's education level						
		Junior college	Below middle school	Undergraduate	Master and above	High school	Total	
Parent's age	18~25 years old	Cumulative	0	2	8	5	2	17
		Percentage of total	0.0%	1.8%	7.2%	4.5%	1.8%	15.3%
	26~35 years old	Cumulative	8	4	14	6	3	35
		Percentage of total	7.2%	3.6%	12.6%	5.4%	2.7%	31.5%
	36~40 years old	Cumulative	6	3	13	5	6	33
		Percentage of total	5.4%	2.7%	11.7%	4.5%	5.4%	29.7%
	41~60 years old	Cumulative	4	4	11	0	7	26
		Percentage of total	3.6%	3.6%	9.9%	0.0%	6.3%	23.4%
	Total	Cumulative	18	13	46	16	18	111
		Percentage of total	16.3%	11.7%	41.4%	14.4%	16.2%	100.0%

2) Analysis of the Basic Situation of Parents' Education Methods on Children's Correct Social Interaction Behavior

This section uses SPSS20.0 to make descriptive statistical analysis on the dimensions of parents' education methods on children's correct social interaction behavior, and make statistics on the basic situation of each dimension. This questionnaire contains 17 questions in four dimensions, which are parents' educational philosophy, parents' intervention in children's activities, parents' communication style, and children's social interaction performance. The scores of degree items are all 1-5. The higher the score, the higher the degree of need.

(1) Analysis of the Basic Situation of Parents' Educational Philosophy

This dimension is a comparative analysis of the options of each question and the proportion of people. The survey results are shown in Table 4. The survey of parents' education concept includes three aspects: parents' concept of honesty (x1), parents' treatment of their shortcomings (x2), and parents' treatment of others' shortcomings (x3). The average value of item X1 is 1.23, which shows that parents themselves maintain a good quality of honesty, which also shows that parents will teach children the concept of honesty by words and deeds. The average value of item X2 is 1.42, which indicates that parents are brave and willing to admit their own mistakes. However, the average value of item X3 is 1.77, which is relatively higher than that of X1 and X2. This indicates that parents keep flattery to some extent when they treat others, and their opinions are relatively scattered. All in all, parents' educational philosophy is mainly based on the concept of self-integrity, accompanied by a small number of the educational philosophy of flattering others.

Table 4: single sample statistics of parents' educational philosophy

	Number of cases	Mean	Standard deviation	Mean standard error
X9	111	1.23	1.67	0.064
X10	111	1.42	1.1	0.104
X11	111	1.77	1.165	0.111

(2) Analysis of Parents' Intervention on Children's Activities

This dimension is a comparative analysis of the options of each question and the proportion of people. The survey results are shown in Table 5. The intervention degree of head parents on children's activities includes three types: strict control type, moderate type, and free type. The average value of item X19 is 3.99, which indicates that 83.8% of the parents (more consistent, fully consistent) are very interested in children's activities. The average value of x18 is 2.59, which indicates that parents allow children to have their ideas and implement them freely when they have not spoken to children. However, in terms of their own ideas, such as the concept of making friends and the concept of time in activities, parents hope that children can strictly implement their ideas, and children's self-awareness should not be better than parents' instructions. To sum up, in some activities that must be stipulated and can not be violated, parents are strict control type, while in the aspects that they have not specified, parents are free to type.

Table 5: Analysis of intervention degree of parents on children's activities

Item number	M	SD	Total number of non conformers (%)	Compare the number of non conformers (%)	Number of uncertain people (%)	Relatively consistent of people (%)	The number of people who fully meet the requirements (%)
X18	2.59	1.065	17(15.3%)	39(35.1%)	31(27.9%)	20(18.0%)	4(3.7%)
X19	3.99	0.929	4(3.6%)	5(4.5%)	9(8.1%)	63(56.8%)	30(27%)

(3) Analysis of the basic situation of parents' communication mode

This dimension is a comparative analysis of the options of each question and the proportion of people. The survey results are shown in Table 6. The way of communication between parents and children shows consistency, that is, it is implied in feelings so that children can make full use of the way of mutual communication to reflect on their behavior. There are situations of coercion, indifference, and obedience as well.

Table 6: parents' attitudes towards children's incorrect communication behaviors

	Actual number of cases	Expected number of cases	residual error
Use force if necessary	13	27.8	-14.8
Think your child is right about everything	2	27.8	-25.8
Let children know their mistakes correctly	92	27.8	64.3
Help the children. If anyone scolds my children, I will beat them	4	27.8	-23.8
Total	111		

(4) An analysis of children's social interaction

This dimension is a comparative analysis of the options of each question and the proportion of people. The survey results are shown in Table 7. In this kind of education mode, children's social intercourse is in an ideal state, 68.5% of children can adapt and enjoy in this kind of education mode, but up to 24.3% of children have the potential risk of resisting social behavior, which indicates that Children's social intercourse behavior may be in an optimistic state at present, but it may face the risk of reverse in the end. Therefore, parents' educational philosophy is not completely scientific, and corresponding targeted improvement is needed.

Table 7: Analysis of high social satisfaction of children

		Frequency	Percentage	Effective percentage	cumulative percentage
Efficiency	Complete inconformity	1	6.9	6.9	0.9
	Relative inconformity	7	6.3	6.3	7.3
	Uncertainty	27	24.3	24.3	51.5
	Relative conformity	65	56.8	56.8	88.3
	Complete conformity	15	11.7	11.7	100.0
	Total	111	100.0	100.0	

5.2 Analysis of the Interview

1) Analysis of the Basic Information of the Interviewees

(1) Parents' Educational Level and Family Structure

In the eight groups of families interviewed, there are five groups whose parents have bachelor's degree, one for junior college, one for senior high school and one for junior high school. This shows that most of the parents in the interview have received higher education, which will imperceptibly affect the parents' education concept and the way of communication with their children.

In this interview, there are seven groups whose family structure is composed of two generations, seven-fifths of them are only child families, and the other two groups are two child families. The remaining group is a family of five, which consists of three generations. Therefore, most of the children interviewed are only children, and parents also pay more attention to the growth of children.

(2) Basic Information of Children's Educational Background and Main Caregivers

Among the children interviewed, five are in the low stage of primary school, one is in the middle

class of kindergarten, and the other two are in the high stage of primary school. This shows that the children's social interaction behavior has not been fully shaped and will be more or less affected by family education. In these eight groups of families, only one child's main caregivers are grandparents, and the rest are parents. Therefore, these children are directly influenced by their parents' educational philosophy, and family education has a great relationship with their social interaction behavior.

2) Analysis of the Basic Situations of Parents' Education Methods on Children's Social Interaction Behavior

The interview is divided into two parts, parent and children. The parent edition mainly starts from the aspects of parents' communication mode, parents' educational philosophy, parents' intervention in children's activities and children's social interaction performance in parents' eyes, and echoes with the family communication mode, children's self-satisfaction and parents' intervention in children's activities in the interview outline of children's edition

Among them, democratic parents and autocratic parents accounted for 5:3.

(1) Analysis of Parents' Communication Mode

From the contents of the eight interviews, it can be seen that every parent will take the initiative to communicate with their children. It can also be seen from the interviews with their children that every child says that their parents will take the initiative to communicate with them. However, when parents take the initiative to communicate with their children, not every child answers actively, the ratio of active to inactive is 5:3. Generally, children will also take the initiative to share with their parents some interesting things that happen to them or around them, but in terms of frequency, the proportion of regular sharing and occasional sharing accounted for half, which is similar to the probability that a child will respond positively when asked by their parents. Children who can actively answer their parents' questions will also take the initiative to communicate and share with their parents.

This is also fully reflected that in the influence of democratic and autocratic family education, even if parents take the initiative to communicate with their children, the feedback and response given by children are also different.

(2) Analysis of Parents' Educational Ideas

In this survey, we mainly make a general judgment from two aspects: the attitude towards teachers and the attitude of parents towards the relationship between superiors and subordinates. Eight parents interviewed said that they were quite satisfied with the work of teachers in their children's classes, and there was not too much resistance or dissatisfaction; most parents are also satisfied with their own working state approving. It can be seen that the educational ideas transmitted by the eight parents are relatively positive, which has a good impact on the formation of correct peer interaction behavior and teacher-student interaction behavior.

From the interview results of the dimension of "children's self-satisfaction", we can see that five children prefer to be at home, because they will be more free, comfortable and relaxed there, while the other three children prefer to be at school, and two of them admit that they will feel limited at home and don't like too much "nagging" from their parents.

(3) Analysis of Parents' Intervention on Children's Activities

Only one of the eight parents made it clear that they would help their children make decisions about their outdoor activities or social situations, while the other two would help their children make choices according to their own characteristics. Three parents also indicated that they would be concerned about their children's activities, but they would not interfere too much, and the children need to make their own decisions. The left two parents want to interfere, but the children don't take their opinions.

Although three parents said that they would not interfere in their children's outdoor activities too much, only one child of them said that when he went out with their parents, his parents would ask what he like and let him make his own decisions. Most of the children's answers are as following, "when going out with mom and dad, I will choose according to mom and dad's opinions", and under this premise, only two children clearly say that they like to go out with mom and dad.

To sum up, parents pay more attention to and care about children's social activities and communication, so they will intervene to a certain extent, which has a decisive impact on the formation of different social interaction behaviors of children.

(4) Analysis of Children's Social Intercourse

In the interview, most parents think that their children have adapted to their way of education, but almost every parent also said that in some practical situations, there is a gap between the social communication performance they want their children to have and the actual communication performance of their children, and they may even have done "bad" performance when they communicate with others, which makes them feel a huge gap. And every parent can realize that parents' education mode has an impact on their children's social interaction behavior. Even if children can adapt to their own education mode, they cannot admit that there is still a potential risk of resisting social behavior.

6. Conclusion and Discussion

6.1 Main Conclusion

Family education has a great influence on the formation of children's social interaction behavior, which is the "main cause" of the formation of children's social interaction behavior. A large part of children's social communication ability comes from the family. In childhood, children's interpersonal relationship is usually vertical, which is most affected by adults. As the people who spend the longest time together, parents have a subtle influence on children in many aspects. Positive and democratic education methods, as well as free and harmonious family atmosphere can promote children's good social interaction ability; on the contrary, it may make children have the behavior of resisting social behavior, thus affecting the healthy growth of children.

6.2 Discussion

This study is aimed at middle-class families in China, from the perspective of parents' educational philosophy, the degree of parents' intervention in children's activities, parents' communication style and children's social interaction performance. The results show that most parents have positive educational philosophy, attach importance to the cultivation of children's social interaction ability, and give some guidance, which is of great significance to the cultivation of children's social interaction ability. Therefore, children will be more willing to take the initiative to communicate with their classmates and teachers. For children's social interaction behavior, some parents feel that their children are somewhat out of expectation, and that requires parents to establish a correct concept of family education, not only to realize the importance of cultivating children's social communication ability from the ideological, but also to take practical action.

The ability of social interaction will affect children's life. Parents need to attach great importance to it and play the key role of "the first teacher". In the new era, parents should constantly update their education concepts, teach by words and deeds, set a correct example, listen more to their children's ideas, respect their children's opinions, and guide them appropriately, so that good family education can become a positive help for their children's all-round growth.

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