

# A Study on the Demands of Children's Parents for Children's Social Education and the Countermeasures -- A Case Study of Four Public Kindergartens in Liupanshui

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**Abstract:** *This study took 130 parents of children aged 3-6 years in Liupanshui as the research object, and investigated the current situation and needs of children's parents' social education through questionnaires. The results showed that parents had a strong demand for research education content, especially for communication ability; among them, there are some problems, such as parents' single way of obtaining social education content, parents' one-sided understanding of social education, and parents' inconsistent thoughts and actions. Through cultivating good communication habits, focusing on the development of self-consciousness, and strengthening parents' learning of social education content, parents are guided to conduct social education for children.*

**Keywords:** *parents of children, social education, demand*

## 1. Introduction

As the initial stage from biological person to social person, early childhood is the most critical period for social development. The process of learning and development in children's social field is the process of constantly improving sociality and laying a sound personality foundation. In the process of communicating with adults and peers, children not only learn how to get along with others friendly, but also learn how to look at themselves and treat others, and constantly develop their ability to adapt to social life. With the development of society and the progress of relevant research, parents of young children have realized that education has an important impact on the early development and lifelong development of young children. Among them, the process of learning and development in the social field is a process in which children's sociality is constantly improved and a sound personality foundation is laid. They hope to use more scientific methods to educate children and promote their comprehensive and harmonious physical and mental development. On October 9, 2012, the Ministry of Education officially issued the Children's Learning and Development Guide, which clearly pointed out that children's social development, families, kindergartens and society should work together [1]. In the tide of social development, if a person does not have good social communication ability, he or she cannot survive in this society. How to actively organize more distinctive social activities according to the actual situation to achieve the good cultivation of children's social ability is worth more active exploration by every educator and parent. With the continuous improvement of parents' quality, Parents also pay more attention to the development of children in all aspects of society. This research adopts questionnaire and interview methods to explore the needs of children's parents for social education. On the basis of objective facts, it provides feasible suggestions for parents to carry out children's social education.

## 2. Status analysis

### 2.1 Parents' needs for children's communication ability education

In the aspect of children's communication ability needs, for example, in the questionnaire, the proportion of parents who choose the option of children's needs for establishing peer relationship in the group is 82.31%, reaching more than half. It can be seen that parents need children's communication ability very much. The proportion of general needs is 16.92%, and only one person chooses to be very

unnecessary. In the open questions at the end of the questionnaire, most parents believed that their children still lacked communication ability in social education, and most of them said they had a high demand for the cultivation of children's communication ability. In the interview, most parents said that with the proliferation of electronic products, both children and parents spend most of their time on electronic products, so they have less time for serious communication. In addition, parents lack the method to guide children to communicate. Parents said that they have a high demand not only for children's communication among peers, but also for communication with their families.

### ***2.2 Parents' needs for children's self-consciousness education***

In the questionnaire, parents' needs for the development of children's self-esteem, self-confidence, self-control, independence and other aspects accounted for a relatively high proportion. Among them, 87.69% chose to be very needed in the development of self-confidence, 12.31% chose to be very needed, 78.46% chose to be very needed in self-evaluation, 21.54% chose to be very needed, 85.38% chose to be very needed in self-regulation and self-control, 14.62% chose to be very needed. From the above data, we can see that parents have a high demand for the cultivation of children's self-consciousness. For example, one parent mentioned in the interview that "children are angry and angry recently, and they must get what they want, or they will cry loudly". Parents do not know the real reason for their children's emotional changes, so they will look for the answer from the teacher at the first time. Some parents mentioned that "children will lose their temper and will not control their emotions. They hope to learn how to let children learn how to manage their emotions." Parents are increasingly aware that the development of children's self-consciousness is an important part of children's social development.

### ***2.3 Parents' needs for preschool social norm education***

In the questionnaire, more than 75% of the children who use polite words, abide by social behavior norms, abide by basic behavior rules or other rules of the game choose the ones that are very necessary. It can be seen that parents have a high demand for children's social norms. In the interview, the parents mentioned that "since the children entered the kindergarten, their life has become more regular. They will greet the elders politely, look at the traffic lights when crossing the zebra crossing, and know some basic common sense in life. Even the teachers said that the children can abide by the rules of the game in the kindergarten, and even develop the rules of the game". Some parents of the small class mentioned that "when children first entered kindergarten and returned home at weekends, they did not like to eat in kindergarten, and they wanted to regulate their children's eating behavior". It can be seen that after sending children to the kindergarten for education, parents do not hold each other's hands and ignore children. They want to play the role of family education in consolidating and strengthening the kindergarten after the implementation of social norms.

### ***2.4 Parents' needs for social environmental education and multicultural education***

In the questionnaire, parents also have a high demand for children's social environment education and multicultural education. For example, parents' demand for children to know their hometown's scenic spots, specialties and major festivals accounted for 70.77%, and their demand for caring for the surrounding environment and knowing how to save resources accounted for 76.15%. It can be seen from the above that most parents have a rich demand for children's development. In the interview, most parents expressed a high demand for social environmental education and multicultural education. For example, some parents mentioned that "I think the best thing about xx Kindergarten is that the national flag will be raised every Monday, and children can participate in it, so that children can initially feel patriotic". "I think these are very important to the development of children. In addition to the education that teachers give to children in kindergartens, we also hope that we can play the role of parents in how to transmit correct ideas to children". It can be seen from the above that parents have a high demand for social environmental education and multicultural education.

### ***2.5 Summary***

In the questionnaire, it can be seen that most of the options for parents' educational needs in the above four aspects are very necessary. On the whole, parents have a high demand for social education. The questionnaire results show that the parents of small class children have a strong demand for social interaction in social education. It may be that children have just entered kindergarten, and they lack

certain communication ability except for individuals who contact their families. Through the survey, it is found that the educational level of parents is relatively high as a whole. Some parents are not only concerned with the learning of knowledge, but also pay attention to the development of children's physical and mental health, emotional expression and social skills. For example, some parents mentioned that "parents are usually busy and seldom care about their children, and some children are taken by the elderly, so parents hope that children can cultivate good character, learn to control emotions and communicate with others through learning in kindergarten".

In general, the main educational content of social education is people-oriented, and its essence is the education of being a man. It is to cultivate children's "two hearts, two responsibilities and four loves" through the experience mode of social activities "life is education and growth through experience" on the premise of respecting education and the educated. Namely, they can actively participate in various activities and have self-confidence; be willing to communicate with others, learn from each other, cooperate and share, and have compassion; understand and abide by the basic rules of social behavior in daily life; be able to work hard to do what you can, not afraid of difficulties, and have a preliminary sense of responsibility; love parents, elders, teachers and peers, love the collective, love home, love the motherland.

### **3. Existing problems**

#### ***3.1 Single way for parents to obtain social education content***

Parents educate children in a traditional and single way, mainly through parents' meetings, telephone calls, home visits, WeChat contacts and other ways to communicate with teachers, and mainly rely on teachers' education in the kindergarten for social education of children. Based on the analysis of the actual situation, the number of parents' meetings held in the kindergarten is very limited, and the purpose is relatively clear. Generally, it is to pay fees and understand the basic situation of children in the kindergarten as a whole, mainly based on the output of teachers. Parents lack understanding of social education content. Only when teachers propose, parents will have a simple understanding through the network, and then they will forget. Therefore, the content of social education that parents only obtain from kindergartens and teachers is relatively limited, and their children's social development is also correspondingly limited.

#### ***3.2 Parents' one-sided understanding of social education***

It can be seen from the questionnaire that the education level of parents is generally high, and more people are concentrated in bachelor's degree or above. In terms of family education, most parents have fairly high educational quality, and have their own educational concepts, attitudes and methods. However, the understanding of children's social education is one-sided. For example, some parents mentioned that "artificial social education is unnecessary, and it is the same for children." "Sociality is not the ability to socialize, so there is no need to give special education to children." Their understanding of sociality only focuses on social interaction, and they believe that social education is unnecessary and can be developed in daily life. Some parents think they don't understand, and sending their children to kindergartens is for teachers to teach. From this we can see that parents not only have errors in social education, but also ignore the role of home education.

#### ***3.3 Inconsistency between parents' thoughts and actions***

In the questionnaire and interview, it was found that parents have a high demand for children's social education. Most parents said that children's social interaction plays an important role in children's physical and mental development, and expressed a strong desire to implement social education for children. However, when asked how parents implement social education, parents gave various reasons to explain why they did not carry out social education, For example, "I don't have time", "I don't know how to educate children", "I really want to educate, but I don't know what social education is" and other reasons. It can be seen from the above that although parents have expressed strong willingness to the needs of children's social education, they have been prevaricating with various reasons when putting them into practice. When parents carry out children's social education, their ideas and behaviors are inconsistent.

## **4. Conclusion**

### ***4.1 Create a good family communication environment***

A democratic, equal, cordial and harmonious communication atmosphere should be created in the family. It is not advisable for parents centered and children centered families. Parents should become friends of children, and let children speak bravely, like speaking, and have the opportunity to speak. The children should be able to understand the big and small things in the family. Proper participation of children in adult discussions is conducive to building children's self-confidence and making children dare to interact with adults. For some questions about children in the family, we should listen to their opinions and ideas rather than just what the parents say.

### ***4.2 Cultivate children's good communication habits***

Communicative ability is of great value to children's social development and helps children to get out of the "self centered" psychological state; Therefore, we should strengthen the cultivation of children's communication ability, guide children to master communication strategies such as listening, expression, empathy, problem solving, sharing and cooperation, and promote children's healthy and happy growth [2]. When children express themselves to their parents, parents should be serious listeners and teach children good listening habits. Through the constant guidance of adults, children's listening habits and abilities will be cultivated. In terms of expression, parents should create a language environment for their children to dare to express, enrich their children's knowledge and improve their expression level. In this process, let children understand others' ideas and express their own views, and cultivate their ability to solve problems independently, share and cooperate.

### ***4.3 Focus on the development of self-consciousness***

In terms of fostering children's self-confidence, self-esteem and independence, parents should pay attention to children's feelings, treat children equally, and let children feel respected. When children perform well, they should make specific evaluation to let them know their own advantages. We should learn to ask children for their opinions about children's affairs. If they have different opinions from adults, we should listen carefully and accept the reasonable requirements put forward by children. Under the condition of ensuring safety, children are encouraged to do what they can, so that they can feel the sense of achievement of their efforts. The successful experience is the basis for shaping children's self-confidence. In the education of cultivating children's self-control, parents can ask children to get up on time, go to bed on time, eat on time, and not be picky about food. Parenting plays an important role in the internalization of children's rules [3]. Parents should obtain social education content in a variety of ways, such as actively participating in parent seminars, parent salons and other activities. Under the guidance of this small class style and equal dialogue with parents, the atmosphere is comfortable and more conducive to communication and discussion [4].

### ***4.4 Parents should strengthen the learning of social education content***

The study found that parents with high educational background and rich educational background have a positive effect on children's social competence and social competence; In addition, some scholars believe that children's social development can be promoted by understanding their social development level [5]. Parents should read more specialized textbooks such as *Preschool Children's Development Psychology*, *Preschool Children's Family Education*, and *Children's Social Development and Education*; When around the children, parents can read some books with the children that are beneficial to their social skills, such as "The First Time on the Street", "You're so nice", and so on. Adopt ways that are easily accepted by children to improve their social skills. In short, social development is closely related to the lifelong development of children, and its significance is beyond doubt.

To sum up, social development is related to the overall development of children throughout their lives, and its importance is self-evident. In today's society, parents have such an educational misunderstanding: on the one hand, they increase the investment in children's intellectual factors, and on the other hand, they believe that the cultivation of children's non intellectual factors will affect their studies. The dialectical relationship between intellectual factors and non intellectual factors is not correctly recognized. Intellectual factors are like seeds, while non intellectual factors are like soil. Only

in fertile soil can good seeds germinate, blossom and bear fruit. Sound personality, behavior in line with social norms and good moral quality all originate from the quality of social development in early childhood. In the fierce social competition, teachers and parents must be aware of the necessity of home education for children's social development, so that children can better broaden their horizons and understand the social environment, so that they can acquire knowledge and skills based on their own understanding and mastery, and form a correct outlook on values and life.

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