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The Innovative Model of Family Education Guidance of Guiding First, then Supplementing and Further Solidifying

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ABSTRACT

In the new era a new more effective family education model can ease unbalanced and inadequate education development. In the new era, parents look forward to a more personalized, active and interactive form of family education guidance. This new guidance model will start with improving behavior by focusing on emotional behavior and cognition. The Roast can ease parents' anxiety, lectures and reading groups can supplement parents' knowledge, and mutual discussion, vicarious practice and teaching others can solidify a scientific and effective family education behavior. The family education guidance model of "guiding first, then supplementing and further solidifying" focuses on the participation of parents in the whole process, which can improve the effectiveness of family education guidance.

1. Introduction

In October 2019, the Fourth Plenary Session of the 19th CPC Central Committee reviewed and approved the CPC Central Committee's Decision on Some Major Issues Concerning How to Uphold and Improve the System of Socialism. The CPC put forward the general requirements for improving the national basic public service system with Chinese Characteristics, Advance the Modernization of China's System and Capacity for Governance. Among them, "the construction of a family education guidance service system covering urban and rural areas" is an important content in the field of education.

An important feature of education in the new era is the increasingly important basic role and strategic significance of family education. The shortage of high-quality family education has become one of the main manifestations

of unbalanced and inadequate educational development. Family education has become the most important growth point of China's educational development in the future. (Zhang Dongyan, Gao Shuguo. 2020)^[1] The quality of family education largely depends on parents' educational quality and behaviors. Most parents in China do not have the opportunity to receive systematic and professional training in family education concepts, knowledge and skills, so they mainly rely on intuition, intergenerational experience, or fragmented information for family education. However, intuition may not always be right, intergenerational experience may not keep up with the changes of the times, and fragmented information may not provide fundamental solutions to the problems, so scientific and effective family education guidance is now required in this new era.

Family education guidance refers to a parents-oriented

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educational process organized by social organizations and institutions including the family to improve parents' educational quality and behaviors to promote the healthy growth of the next generation's body and mind. (Peng Jianlan, Hu Xiaoping. 2006)^[7] Parents are the audience of family education guidance. According to relevant educational theories, a relatively effective family education guidance model should be built by analyzing parents' learning expectations to ease the contradiction of the unbalanced and inadequate education development in the new era to a certain extent, and lay an important foundation for the development of a harmonious society. (Li Li, Yu Kailian. 2011)^[5]

2. About the Expectations: the Current Situation of Family Education Guidance and Parents' Expectations

In 2012, the *Five-Year Plan on Guiding and Promoting Family Education (2011-2015)* was jointly issued by the National Women's Federation and other six ministries and commissions, stating that the overall goal of guiding and promoting family education is to build a family education guidance service system covering urban and rural areas and improve the scientific research and guidance service of family education. In the same year, China National Children's Center undertook the key project "Research on China's Family Education Guidance Service System" of the national family education scientific research planning project (2011-2015) and implemented a national survey and research on family education guidance service.

2.1 Current Situation of Family Education Guidance Forms

The family education guidance is aimed to promote the healthy growth of the next generation by improving the educational level of parents. The content of family education guidance is scientific and effective ideas, knowledge and methods of family education. Relatively speaking, the form of family education guidance is not very clear, unified and fixed.

The research group researched 15 provinces and autonomous regions, including Shanxi, Shandong, Jiangsu, Henan, Chongqing and Guangxi. The group focused on a more comprehensive investigation and analysis of the current situation of the family education guidance service system in the above-mentioned six provinces and cities. The survey found that according to the different characteristics of guidance objects, guidance contents and guidance requirements, there are the main four forms of family education guidance, namely, individual guidance,

collective guidance, text and audiovisual material guidance and network guidance. Individual guidance includes the family visit, individual consultation, letter or telephone. Collective guidance includes lecture and report, discussion and analysis, parent-child activity guidance, entertainment performance, etc.

At present, the following problems mainly exist in the form of family education guidance. The first is more attention paid to the content of guidance than the form of guidance. The second is more attention paid to collective guidance than individual guidance. The third is more one-way education and less two-way interaction. The fourth is "single" and "one-off" special guidance. The fifth is no importance attached to the guidance service function of traditional media. The sixth is the unbalanced application and development of modern information means. The seventh is the unreasonable activity schedule.

The research group clearly pointed out that we need to realize the important position of guidance service forms in the family education guidance service system, be soberly aware of the guidance service forms' direct impact on the effectiveness of guidance services, guide instructors to master the basic process and applicable conditions of various guidance service forms, select and use appropriate guidance service forms in the guidance service, to improve the effectiveness of guidance services. (China National Children's Center. 2016)^[2]

2.2 Parents' Expectations for the Form of Family Education Guidance

The data show that the actual acceptance rate of parents for "individual guidance" is lower, but the guidance expectation rate of parents is 5.8 % higher than the actual acceptance rate, and parents of all ages show this feature, indicating that parents expect the form of family education guidance to meet the requirements of "personalized" content. In terms of the forms of "collective guidance" such as "lecture and report", "discussion and analysis" and "parent-child activity guidance", the guidance expectation rate of parents for "lecture and report" is lower than the actual acceptance rate, while their guidance expectation rate of the latter two is significantly higher than the actual acceptance rate. This feature is reflected in groups of different ages, indicating that parents are no longer satisfied with passively receiving the guidance of instructors, but expect to get an opportunity of "active participation". The guidance expectation rate of parents for "network inquiry" is significantly lower than the actual acceptance rate, while their guidance expectation rate for "online text interaction", "online voice interaction" and "online 'face-to-face' conversation" is significantly higher

than the actual acceptance rate, once again showing that parents are not willing to be in a passive state of “being guided” in family education guidance and expect to get the opportunity of “active participation” provided by the guidance organization.(China National Children’s Center. 2016)^[2]

Therefore, we can conclude that the form of guidance will largely determine the guidance effect in the process of family education guidance and parents look forward to a more personalized, active and interactive family education guidance form in the new era.

3. Theoretical Support: the Operational Logic of Family Education Guidance

The ultimate goal of family education guidance is to improve parents’ educational behavior. Behaviors are the outward manifestation of psychology, so the improvement of behaviors should start with the analysis of the internal psychological mechanism.

3.1 Emotion is the Background of Behaviors

Social psychology holds that attitude is a stable psychological tendency held by individuals towards specific objects (people, ideas, emotions or events, etc.), including the elements such as cognition, emotion and behavior tendency. The correlation between emotion and behavior tendency is higher than that between cognition and emotion and that between cognition and behavior tendency. For example, even if you clearly know that vegetables are nutritious and the human body needs to eat an appropriate amount of vegetables every day, but if you don’t like the taste of vegetables emotionally, you will eat less or even no vegetables in behavior. In this sense, emotion is the background of behavior.

In family education, parents can also clearly feel the impact of emotion on their educational behavior. For example, one day, parents got a promotion and a raise, or other pleasant things happened. When they came home and saw their children playing with mobile phones, parents usually laughed it off or preached at them simply. However, if some unpleasant things happened and the parents were stuck in negative emotions, then that children played with mobile phones may cause a violent quarrel between parents and children.

Therefore, the first step in family education guidance should be to adjust parents’ emotions.

3.2 Emotion can be Adjusted

Fortunately, many psychologists have found that emotions can be adjusted through research. Albert Ellis, a

famous American psychologist, put forward the emotional ABC theory. A (activating event) represents the objective events, that is, the events activated by emotion and behavior, B (belief) is an individual’s belief in A (activating event), and C (consequence) represents the consequence produced by an individual’s emotion and behavior. Generally, people intuitively think that A (activating event) leads to C (consequence), but Albert Ellis pointed out that B (belief) is the direct cause of C (consequence).

For example, if a child as a senior 3 student doesn’t do well in the mock examination (A) and the parents’ belief is “Oh, this is bad! If the result of the mock examination is bad like this, the real college entrance examination will certainly be worse (B)”, they will naturally show anxiety and irritability (C). However, under the same circumstances (A), if the parents’ belief is “fortunately, the knowledge they haven’t mastered is discovered through the mock examination, they have time to master what they haven’t mastered from now on, and they will certainly do well or even outdo themselves on the college entrance examination” (B), then they will show optimistic emotions and behaviors (C).

Ellis further developed rational emotional therapy based on emotional ABC theory. He believes that people can be rational and reasonable, or irrational and unreasonable. When people think and act rationally, they will generate positive emotions and effective actions. Emotion is accompanied by people’s cognition, so emotional or psychological distress is caused by unreasonable and illogical cognition. Therefore, people’s emotional state can be adjusted by changing people’s irrational cognition.

3.3 Learning Requires Initiative

No one is born to be a parent. Cognitive change needs to be realized through learning. In 1946, Edgar Dale, an American scholar and famous learning expert, first discovered and put forward the learning pyramid theory (as shown in Fig. 1) showing in the digital form how much learning content learners can remember in two weeks with different learning methods. Edgar Dale believes that the learning methods with an average retention rate of learning contents less than 30% in two weeks are personal learning or passive learning, while those with the average retention rate of learning contents more than 50% are team learning, active learning and participatory learning, including discussion, practice and teaching others.(Ma Guojun. 2016)^[6] Parents’ expectations of more personalized, active and interactive forms of family education guidance reflect that the learning pyramid theory applies to parents’ learning.

3.4 Operational Logic of Family Education Guidance

Parents' educational behavior is affected by their emotions. Positive emotion can be stimulated by changing irrational and unreasonable cognition. The active learning method of discussing, practicing and teaching others is more conducive to improving the learning effect and promoting cognitive change. This process is shown in Fig. 2.

As can be seen from Fig. 2, learning and cognitive change are the basis for improving parents' educational behavior, but emotion is the background of behavior, so parents' emotion is the most direct factor causing

parents' educational behavior. Once they get stuck in negative emotions such as anxiety and helplessness, it is easier to cause them to form irrational and unreasonable cognition, and their enthusiasm for active learning will be greatly affected. Therefore, in the construction of family education guidance model, we try to start with parents' emotional guidance and then build rational and reasonable cognition when parents are more stable emotionally, and then consolidate parents' cognition through active learning methods such as discussion, practice and teaching others, and finally solidify a more scientific and reasonable educational behavior.

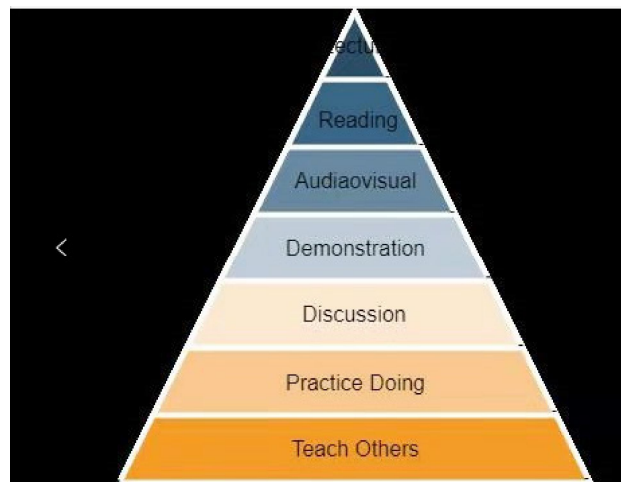


Fig. 1 The model for learning pyramid theory

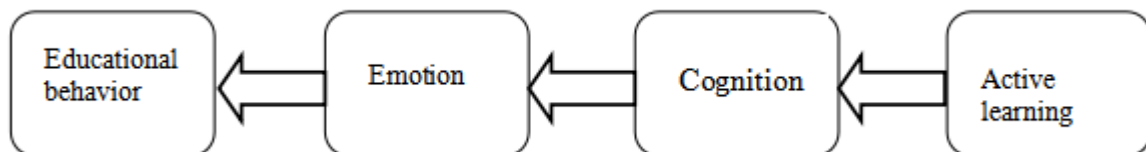


Fig. 2 Psychological mechanism of improving parents' educational behavior

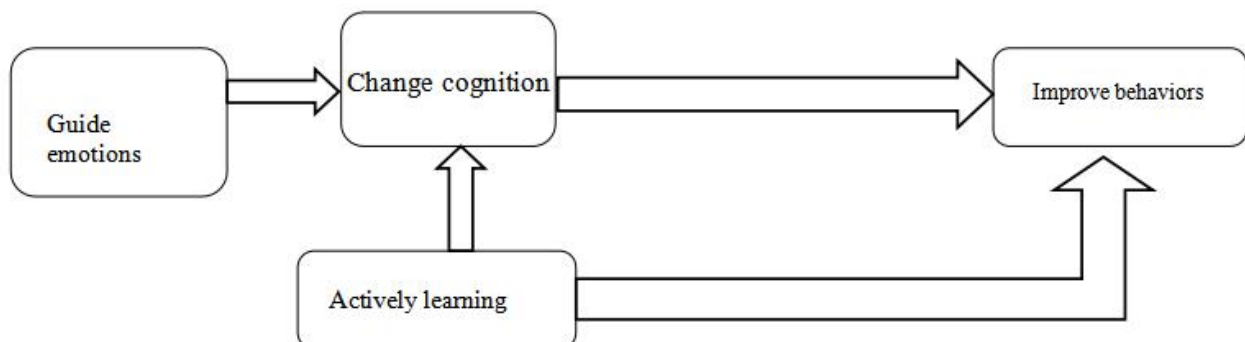


Fig. 3 Operational logic of family education guidance

4. Model Innovation: Build the Family Education Guidance Model of “Guiding First, then Supplementing and Further Solidifying”

4.1 Emotional Guidance: the Premise of Family Education Guidance

In 2018, SmartStudy and Sina Education jointly issued the Survey Report on the Education Anxiety Index of China's Parents (hereinafter referred to as the Report). The survey results show that China's parental education anxiety index is 67%, indicating that parents feel anxious generally about the education for their children. In 2019, Dangdang and iResearch jointly released the White Paper on Growth Anxiety, concluding that 91.5% of parents were anxious about all aspects of their children's growth. Anxiety seems to be the most “popular” emotional state of Chinese parents in the process of family education.

Some studies have shown that moderate anxiety can promote people to think and act positively, but too low or too high emotional arousal levels will reduce work efficiency. Excessive anxiety will have a direct negative effect on parents' educational behavior, then affect the parent-child relationship, and finally reduce the quality of family education. The first task of family education guidance is to help parents ease anxiety.

4.1.1. Causes of Parents' Anxiety

(1) Objective Cause

The Report says that the social environment is the most important factor causing parents' educational anxiety, among which academic records, campus safety and mobile phone addiction rank in the top three factors. Some scholars believe that the parents' anxiety is mainly characterized by the panic about “backward education”, the pressure on “educational burden” in the education, and concerns about “useless education”, and the scarcity of educational resources, the development of the times and uncontrollable risks are the main factors causing parents' anxiety.(Chen Huazi, Xiao Xiong.2014;^[3] Diao Shengfu, Li Xiangling.2016))^[4] In addition, as mentioned above, parents mainly rely on intergenerational experience for family education, but the family education experience of the previous generation may not keep up with the development and changes of society. Moreover, the rapid development of the Internet can break the limit of time and space to make parents' individual anxiety develop into group anxiety which in turn sublimate individual anxiety.

(2) Subjective Cause

The social environment is the main objective factor causing parents' anxiety, while resource scarcity is

the main subjective factor causing parents' anxiety. (Yang Xiaowei.2019)^[8] In the face of the same social environment and educational resources, whether parents have a clear educational purpose and a clear cognition of becoming a useful person and becoming successful, these different views on education and success all determine parents' educational mentality and emotions. Whether parents have an objective and rational evaluation of their children's existing abilities and whether they can establish appropriate expectations for their children based on the evaluation are also subjective factors affecting parents' educational emotions and behavior.

4.1.2. The Roast Can Ease Parents' Anxiety

“Treating emotions is like governing rivers and it is better to divert rather than block”.(Zhao Xudong.2019)^[11] Letting parents pour out their emotions can reduce anxiety to a certain extent. Through the Roast, Social organizations and institutions such as community and family education guidance institutions can gather the parents with the same characteristics - their children study in the same school, they live in the same community, or they have two children. Participants take turns to pour out the problems and puzzles they encounter in the process of parenting. Other parents can just listen or share their ideas. Moreover, family education instructors can give professional suggestions. We can't change the social environment by ourselves, but social psychology says that when the nature of the event is ambiguous, we tend to judge the event by the reactions of others.(Yue Guoan.2010)^[9] Individuals will have a clearer understanding of the social environment through communication with others. In the Roast, because participants have similar backgrounds and characteristics, the communication process will be more targeted and the possibility of empathy will be higher. After a few times, parents will find that the parenting problems from each family are similar, and many problems are inevitable experiences in the process of children's growth. They will realize that they are not the only anxious parents, and their children are not the children with the biggest problems. As long as parents have the beliefs that “it is normal for children to have problems in the process of growth” and “there will be fewer and fewer problems in family education when we master the law of children's growth and development through learning”, anxiety will naturally fade down and the desire to learn will gradually increase.

4.2 Knowledge Supplement: the Key to Family Education Guidance

Emotion is the background of behavior. Parents can realize that family education behavior can be improved by easing anxiety, but knowledge is still required to promote the change from consciousness to action. According to the current situation in China, most parents do not have the opportunity to receive systematic and professional family education knowledge training, so social organizations and institutions providing family education guidance services need to broaden the knowledge dissemination channels.

4.2.1. Lectures Improve the Parents' Efficiency of Learning Knowledge

Because of the disadvantages of low pertinence, the weak interaction and lack of continuity, parents' expectations of family education guidance forms such as lectures are decreasing, but a large number of participants, great momentum, high popularity, a wide range of benefits brought to parents and high guidance efficiency are the irreplaceable advantages of lectures. In face of the current situation that most parents lack the opportunities for systematic learning, it is necessary to systematically design lectures to solve the problems of how to give full play to the advantages of lectures and make up for their shortcomings as much as possible.

In terms of content design, lectures should take into account commonness and individuality. The "problems easily happened in family education for the corresponding age" is the main content of family education guidance services, and the guidance expectation rate of parents for "individual special problems" has increased significantly. (China National Children's Center. 2014)^[1] Combining the common problems reflected by parents in the Roast, lectures not only spread knowledge on the developmental psychology of all ages but also provide solutions for specific problems. In terms of form selection, lectures should take into account both collective and individual, including offline lectures or online courses, and make full use of new media to guide individual interaction and group interaction between instructors and parents and between parents and parents. In terms of organization and arrangement, lectures should be a series of lectures dominated by one instructor and supplemented by other instructors. This can not only ensure the systematic and consistent lecture content and style, but also improve the adhesion between the lecture and parents. In addition, with the increasingly abundant network information, the network resources related to family education guidance are vast, but the good and bad are intermingled. Ordinary parents without professional knowledge of pedagogy and psychology may easily get lost in the ocean of information, so this requires social organizations and

institutions specialized in providing family education guidance to "ensure a correct understanding of the facts" through "official" lectures and other forms.

4.2.2. The Reading Group Strengthens the Effect of Learning Knowledge by Parents

Reading is another channel for parents to learn family education knowledge, and it is also a more subjective and personalized method of learning knowledge. However, the effect of parents' reading behavior may not be ideal without professional guidance. The reading materials on skill guidance are easy to understand, but parents often know what it is but don't know why. They can solve "one" problem according to guidance, but they can't comprehend by analogy and solve "one type" of problems. Although theoretical guidance reading materials are professional and profound, parents may lack interest in reading, and may not have the ability to deeply study and apply what they have learned.

Family education instructors provide reading lists, organize online, offline or online and offline parent reading groups, and regularly organize reading discussion activities. With the company and supervision of companions, reading behavior can be continued for a longer time. With professional guidance and analysis, reading behavior can be more efficient. With the understanding and discussion of participants, reading gains can be better transformed into behavior. If parents do not have the time to often participate in reading group activities, instructors can also provide relevant text and audio-visual materials by new media to help parents.

4.3 Behavior Solidification: the Goal of Family Education Guidance

Emotional guidance and knowledge supplement can change parents' current family education behavior, but to solidify good family education behavior into a habit, parents also need to take the initiative to learn. According to the learning pyramid theory, discussing, practicing and teaching others is a more effective active learning method, and also the learning method with the highest retention rate of learning effect.

4.3.1. Internalize Family Education Knowledge in Mutual Discussion

Discussion is an effective way to internalize knowledge. Parents have mastered some knowledge on family education through the Roast in the early stage and the lectures and reading groups in the middle stage. With the accumulation of knowledge, parents gradually

change from “don’t know, what they don’t know” to “know, what they don’t know”. There may be more and more confusion and questions, but they are more willing to share their views and opinions with others. In the later stage of family education guidance, interesting topics are designed and offline or online free discussions are organized by using the form of TV variety show “U CAN U BIBI” for reference, and parents can further internalize their knowledge in the process of expressing their views, and can also further supplement knowledge in the process of sharing with others.

4.3.2. Understand Family Education Behavior in Vicarious Practice

The retention rate of learning content in two weeks is up to 75% for learning through practice, so we can see from this that this learning method is very efficient. Therefore, parents always put the role of “parent” into practice all the time, and the learning effect should be the highest, but why is this always different from the fact? On the one hand, family education is affected by the emotional factor, so parents’ rationality in the process of practice is greatly reduced, thus affecting the learning effect. On the other hand, parents separate learning from practice unconsciously, so the expected effect cannot be realized by practice.

In the later stage of family education guidance, parents can be provided with the opportunity of “vicarious practice”, and play the role of parents through practice from the perspective of a “third party”, which may have different effects. The concept of “vicarious practice” comes from “vicarious learning” proposed by Albert

Bandura, a famous American psychologist, that is, learners observe the behavior and results of role models in a certain situation without the need for direct reinforcement. The concrete method of “vicarious practice” is to extract some typical fragments of the hit TV plays such as A Love for Separation, A Little Reunion, Tiger Mom, and guide parents to analyze why the characters in the play have such behavioral responses. If he or she is the character in the play, is there any other better treatment method? This is only “vicarious practice” without the interference of emotional elements, so parents can better understand the family education behavior in the real situation through more rational and objective analysis, and finally apply these methods into their practice.

4.3.3. Solidify Family Education Behavior in Teaching Others

Solidifying family education behavior is to make a scientific and effective family education behavior become a permanent lifestyle of parents, so parents can make a response habitually when encountering the same or similar situations. Behavior solidification needs repeated deliberate practice and feedback. It is the best way to practice repeatedly in practice. However, it may be more efficient to realize behavior solidification by teaching others. After the emotional guidance in the early stage and knowledge supplement in the middle stage, parents receiving family education guidance in the whole process can better internalize knowledge in mutual discussion and vicarious practice, and apply the scientific and effective family education behavior into practice. At this stage, the new round of family education guidance activities

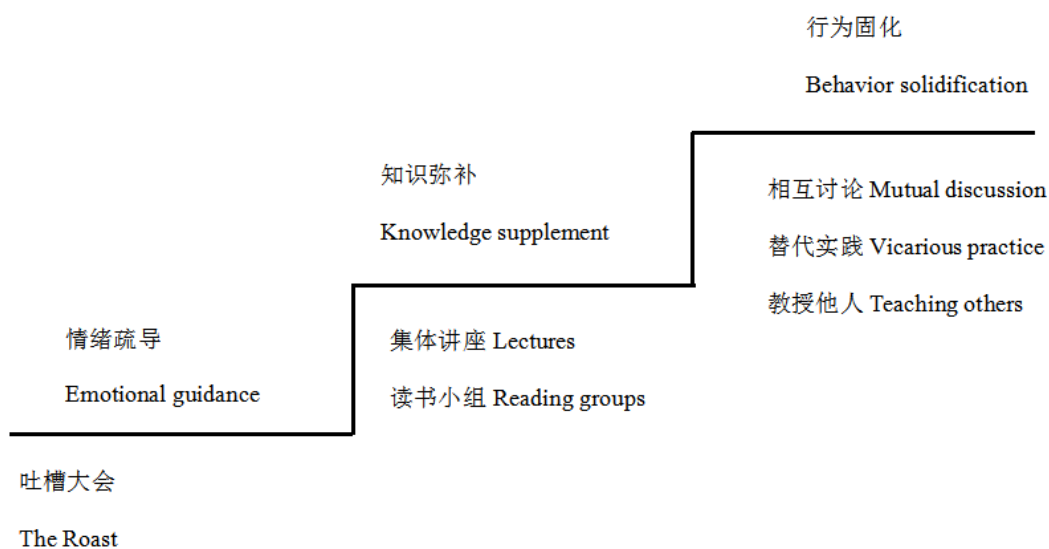


Fig. 4 The family education guidance model of “guiding first, then supplementing and further solidifying”

will be restarted. The parents previously participating in family education guidance are invited as the instructor to participate in the Roast for a new group of parents to help other parents adjust their emotions and share their experiences. In this process, participants are required to express their learning, thoughts and actions in words clearly, and make themselves understood by others, and further solidify their family education behaviors.

One of the links to perfect the national basic public service system is to build the family education guidance service system and explore the effective family education guidance model. With the gradual promotion of family education legislation, family education problems and family education guidance have become a social focus. The existing family education guidance services usually focus on popularizing knowledge and providing methods and are provided through the unidirectional transmission of organizers and instructors, but ignore the parents' participation.

5. Conclusion

According to the family education guidance model of "guiding first, then supplementing and further solidifying", emotion is the background of behavior, and now anxiety has become a "popular" emotion, so only by helping parents adjust negative emotions such as anxiety and helplessness can they stimulate their willingness to learn and change actively. After that, the lectures, reading guidance and other activities organized by instructors can supplement parents' family education knowledge, help them understand the development laws and characteristics of their children at all ages, and better guide family education behavior. In the process of mutual discussion, vicarious practice and teaching others, parents can further solidify a scientific and effective family education behavior, and finally realize the purpose of family education guidance service. The family education guidance model of "guiding first, then supplementing and further solidifying" starts with the analysis of the internal psychological mechanism of parents' educational behavior to explore the effective operational logic of family

education guidance, and focuses on the participation of parents in the whole process of guidance, improving the effectiveness of family education guidance.

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