

A Study on the Current Situation of Family Labor Education for 3-6 Years Old Children

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In current Chinese family education, parents often value their children's health, acquisition of textbook knowledge and skills, but neglect the cultivation of their labor abilities, resulting in young children being unable to establish a correct labor concept and master appropriate labor skills. This article collects data through a questionnaire survey method, and statistically organizes and analyzes the results. It proposes feasible suggestions on how to carry out family labor education for young children, hoping to provide reference for parents and promote the scientific and healthy development of modern family labor education for young children.

Keywords: current situation, family labor education, early childhood

Introduction

Labor is the fundamental condition for human survival and development, and the joy of labor is the beauty of life. Early childhood labor education is a special form of education that internalizes production experience, labor skills, and social life knowledge for young children. Throughout history, many educators at home and abroad have advocated for labor education for children. As Chinese educator Yang Xianjiang (1995, p. 218) mentioned, "Where there is a life, there is education, because if one has a life, there is a need for practical life". In Europe, Johann Amos Comenius (1984), the great democratic educator of the Czech Republic and the founder of modern Western education theory, believed that people are born with a capable mouth and hands, to express everything they want to implement. So, the most reasonable learning method is to learn with heart, speak with mouth, and do with hands. So, he shouted the slogan "Learning in doing". German educator Froebel (1991, p. 104) believed that just as games are the most natural form of children's spontaneous activities, "labor is the most natural form of their spontaneous activities". Soviet education theorist Sukhomlinsky (1981, p. 78) also pointed out: "The soul of children is gradually cultivated through labor, and the key issue is to enable children to participate in labor from an early age, making labor a human nature and habit". Family labor can not only exercise the body of young children, but also cultivate their sense of responsibility, making them realize through labor that they are also a member of the family and can share responsibilities for the family.

However, in real life, through observing the daily life of kindergarten children, the author found their labor ability very weak, which has made the author to consider the cultivation of early childhood labor education in families. As the first place for children to develop from biological beings to social beings, the family plays an irreplaceable educational function. In recent years, with the continuous development of our society, social competition has become increasingly fierce. Parents hope that their children can stand out and meet the challenges

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of the new era. Therefore, they attach great importance to the physical health of young children, the acquisition of book knowledge and skills, but neglect the cultivation of their labor ability. Although scholars have gradually recognized the importance of family labor education in recent years and research results have emerged, there is a lack of feasible methods for parents. The article collects raw data through a questionnaire survey method and conducts statistical analysis and analysis of the results. We have proposed feasible suggestions for parents on how to carry out family labor education, hoping to provide reference for parents and promote the scientific and healthy development of modern family labor education for young children.

Research Objects and Methods

The author distributed questionnaires to 1,100 primary caregivers of young children from four kindergartens in China, and a total of 960 valid questionnaires were collected. This study adopts a questionnaire survey method. The questionnaire analyzes the current situation of family labor education for young children, and comprehensively considers three aspects: children's participation in family labor, self-service ability, parental attitudes and guidance behavior. A questionnaire survey is conducted on the caregivers of young children.

Research Results and Problem Analysis

The Participation of Young Children in Family Labor

Out of 960 young children, only 21 (2.2%) participated in household labor, while 899 (93.6%) were unable to participate, and 40 (4.2%) were occasionally involved in household labor. It can be seen that the frequency of young children participating in household labor is very low. 799 young children (83.2%) showed willingness to participate in family labor, and 160 young children (16.7%) occasionally volunteered to participate in family labor, while only 19 young children (0.1%) were unwilling to participate in family labor. It can be seen that the vast majority of young children themselves have strong subjective initiative towards family labor.

The number of young children who can independently engage in self-service labor is 455 (46.4%), the number of people who cannot independently engage in self-service labor is 202 (21.0%), and the number of people who occasionally engage in self-service labor is 313 (32.6%). It can be seen that most young children already have a certain level of self-care ability, but there are still many children who have a strong dependence on life and cannot independently engage in simple self-care.

The above data all show that although young children in China today have a strong willingness to participate in family labor, there are very few young children who can truly participate in family labor, and even the number of children who can independently take care of their own lives has not reached 50%. By comparing the data on children's participation in family labor with the data on their willingness to do so, it is not difficult to see that the willingness of children to actively participate in family labor in the family has been suppressed by family educators. 743 parents (77.4%) frequently receive labor education in the family, 126 parents (13.1%) do not receive labor education, and 91 parents (9.5%) occasionally receive labor education. It can be seen that the vast majority of parents still recognize the value of labor education, understand the positive significance of labor, and often provide education and guidance related to labor.

The number of parents who set a role model in their family is 523 (54.5%), and the number of parents who do not set a role model is 437 (45.5%). There is no parent choosing in the column of setting a role model occasionally. It can be seen that most parents can lead by example in their daily family life and play a role in demonstration, while nearly half of parents fail to play a role in labor demonstration. The number of parents who

arrange their children to take on fixed-time labor positions in the family is 166 (17.3%), the number of parents who do not arrange their children to take on fixed-time labor positions is 780 (81.3%), and the number of parents who occasionally arrange their children to take on fixed-time labor positions is 14 (1.4%). It can be seen that parents' arbitrary guidance on family labor for young children has not truly helped them develop the habit of taking on family labor. Therefore, young children also do not realize the necessity of labor. 564 (58.8%) parents admitted to "doing labor for their children" in their daily family life, 18.9% denied doing it, and 215 (22.3%) parents reported occasionally doing it. It can be seen that the vast majority of parents dislike their children's "slow" or "poor" performance, and cannot truly let their children experience labor, depriving them of their right and chance to work. From the data, it can be seen that although parents recognize the importance of family labor in the family, they only talk about "labor education" when parenting, neglecting the real "doing" part and even depriving children of the freedom and opportunities to do labor in life. This seriously affects their children's growth philosophy of "learning by doing" and their physical and mental health development, and even affects their future understanding and enthusiasm for labor.

Analysis of the Causes of Existing Problems

According to questionnaire statistics, parents' biased understanding of labor has led to excessive protection of their children, resulting in a series of issues related to household chores, self-service ability, and adaptability, including lack of independence, self-centeredness, and poor self-service ability of young children. The main reason for it is that parents still have the following misunderstandings in labor education:

Misalignment of educational objectives and content. Many parents only consider intellectual development as the center of their children's growth and family education. In most cases, parents care about their children's study, food, and clothing, and whether they are obedient, but ignore the importance of labor education. The majority of the needs for the comprehensive development of young children have not been well met in the current education system. The one-sided guidance and attention of parents towards the development of young children have affected the formation of early childhood labor education, which is a blind spot in current family education.

Deviation in upbringing attitude. American scholar Patricia Springo and her team conducted a survey, which included 10 grandparents and parents. She pointed out that parents' parenting attitudes include "perfect", "servant type", "saint type", "martyrdom type", "compensation type", "shelter type", "energetic type", "retreat type", "lazy type", and "privileged type". Different parenting attitudes have different effects on the improvement of children's self-service ability and the formation of a sense of responsibility as well as the cultivation of the spirit of self-sufficiency. Most parents have a one-sided understanding of their love for their children. They take care of all the household chores, not giving them the opportunity to work at all; some parents believe that their children are still young and should be allowed to grow up carefree, avoiding household chores; some parents feel that there is no need to train their children's work skills, as they will naturally do it as they grow up; in addition, some parents ideologically hope their children to do some household chores, but they never express them verbally and put forward specific requirements to their children.

Lack of scientific methods for labor education. Some parents do not understand that the cultivation of young children's labor ability is a gradual process, let alone the age characteristics of young children. For example, when it comes to the phenomenon of children being "helpless", parents rarely adopt positive guidance methods. Instead, they choose to "take care of everything for their children" and not let their children interfere. Some

parents even scold their children, which not only dampens their enthusiasm for active labor, but also easily makes them fall into a dependency mentality, in which they rely on adults for everything. Furthermore, even parents with strong awareness of labor education lack the skill on labor education. Many parents have never been in awareness of their children's labor performance in kindergarten, nor have they realized in the family that a fixed labor position should be arranged for their children to consolidate their labor habits. They have not integrated the concept of labor education into the daily lives of young children, and few parents have seen the importance of their own "role model education".

Suggestions

Parents Need to Recognize the Importance of Enhancing Labor Education for Young Children

Enhancing understanding of things is a prerequisite for people to fully understand and control things. Only by increasing parents' awareness of the importance of early childhood labor education can the status of early childhood labor education be improved. Therefore, parents themselves need to recognize that labor is a form of creating beauty, a form of building beauty, rather than seeing it as a burden of life and a pain of physical and mental exhaustion. The significance attached by parents to labor itself will infect young children's understanding of the significance of labor through their personal actions. Labor can promote the formation of good moral qualities in young children. During the process of labor, young children initially feel the hardships of labor and experience the hard-earned results of labor, and develop a sense of cherishing the fruits of labor, thus, cultivating good moral qualities, such as diligence, frugality, and caring for public property; labor can cultivate the independence of young children. Children who engage in labor from a young age can further experience the process of handling things as independent individuals, enhance self-awareness, reduce their dependence on adults, and gradually develop good habits of doing things and solving problems; labor can stimulate young children's confidence. In the process of participating in labor, young children not only experience the joy of labor, but also believe that their labor has changed the things around them. They believe that they are just like adults and are great people, successful people, and their confidence also increases accordingly; labor is a powerful tool for cultivating children's sense of responsibility. In participating in family labor, young children further internalize themselves as members of the family, knowing that as a member of the family, they need to bear and contribute to the family. This is the germination of a sense of responsibility and the source of good education. The formation of a sense of family responsibility in young children is a prerequisite for cultivating their sense of social responsibility; labor can promote the intellectual development and physical health of young children. Young children need to use their hands and brains in labor, constantly experiencing the sensation of things they come into contact with, and also thinking about how to carry out labor. This can provide more stimulation to their brain cells, accelerate their development and growth, and at the same time, exercise their bodies, enhance their physique, and promote muscle development; labor can cultivate children's sense of cooperation. Due to the weak physique of young children, there is still a lot of labor that requires the joint efforts of two or more people to complete, which creates opportunities for the cultivation of cooperation awareness and makes young children feel the significance of cooperation.

Parents Need to Strictly Implement the Basic Principles of Early Childhood Labor Education

If parents want to demonstrate the value of early labor education for young children, they need to strictly implement the following principles.

Safety principle: Safety is a prerequisite for young children to engage in labor. In addition to meeting their needs for exercise during labor, parents must ensure their children's personal safety and not allow them to engage in dangerous labor, such as plugging in electrical plugs, cleaning windows, or carrying dangerous objects on their own.

The principle of individualized teaching: There are individual differences in the cognitive ability, physical strength, and motor skills of young children, and they are even different from adults. Parents should put forward different requirements based on the abilities of young children. Otherwise, it will make young children feel that labor is an unattainable activity, and it will also make them experience more frustration, making labor lose its charm in the eyes of young children.

Gradual and hierarchical principles: The strength of young children's acquisition of labor skills is related to their accumulated labor experience. With the amount of time and level of labor exposure, the ability of young children to control labor will show differences. Therefore, parents' requirements for young children should gradually increase with the improvement of their ability to handle labor, that is, after young children acquire preliminary labor skills, they should pay attention to improving the speed and quality of their labor. At the same time, it should be noted that there are significant differences in the abilities of young children at different age stages. Therefore, corresponding goals and measures should be formulated for young children at different stages.

Persistence principle: Labor education for young children should not be done by fits and starts, but persistent and persistent. Education itself is a long cyclical social activity, and constantly changing labor education activities will interrupt or disrupt the progressive educational value of labor education activities for young children.

Exploring the Organizational Form of Early Childhood Labor Education Is a Key Point That Parents Cannot Ignore

The organizational form of labor education is the key to the implementation of early childhood labor education, so parents need to prioritize cultivating children's sense of self service labor, and then cultivate their awareness of family public labor. Parents must attach importance to, support, and encourage children's awareness of self-service labor. Self-service labor awareness can sprout children's independent consciousness. For example, for children aged 2-3, let them eat with a spoon, and learn to put on and take off clothes, deal with zippers, and handle toys themselves; children aged 3-4 can dress and take off their clothing, tie shoelaces, wash their hands, do their bed, wash handkerchiefs, and organize books and toys themselves; children aged 5-6 can not only take care of their own labor, but also help their parents with household chores within their capabilities. Parents should create conditions for children to have the opportunity to establish confidence in "I can do it" and "I can do it myself"; there are always opportunities for children to work, and every opportunity should be taken to provide them with opportunities and conditions for exercise. As for parents, they need to change their mindset and let children try and experience things like mopping the floor, wiping the table, washing dishes, etc. Parents should arrange for their children to participate in self service activities and labor within their abilities in a planned manner in daily life; let family labor embody playfulness and fun. Games are the bait for children to continue engaging in labor, and also the basic needs that children obtain from family labor. Parents should correctly grasp their children's gaming psychology, guide them according to their interests and abilities, and enable them to improve their independent labor ability in vivid and interesting play activities. At the same time, they should pay attention to guiding them according to the situation and encouraging them positively in methods; parents should have a tolerant attitude towards children's family labor, as their cognitive abilities, physical strength, and labor skills are

limited, and mistakes may inevitably occur during family labor. Parents must be tolerant and provide positive guidance in the face of mistakes to avoid discouraging children's enthusiasm for trying independent labor. Parents should also provide specific and detailed inspiration and intuitive demonstrations to help their children gradually acquire labor cognition and master some basic skills; and adopt a combined way of various forms to help young children learn and acquire various labor skills. Parents can use forms, such as storytelling, playing games, competitions, and visits to continuously cultivate children's interest in labor and accumulate labor cognitive experience and skills.

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