

The Expectation of Parents' Role in Family Education after the Double Reduction

Lin Liu^{1,*}, Yong Liu¹, Yanxia Liu²

¹Taishan college, Shangdong, China.

²De Monte wenchangshuyuan Kindergarten, Tai'an, Shangdong, China.



<https://ss.damray.com>

 OPEN ACCESS

DOI: 10.26855/oajrcss.2022.08.016

Received: July 28, 2022

Accepted: August 26, 2022

Published: September 27, 2022

Copyright: ©2022 Lin Liu, et al. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Abstract

“Double reduction” is not only the overall optimization of the school education system, but also child discipline the direction of returning to the source, alleviating child discipline anxiety, and transforming the role of parents in family education. In the family education, in order to fulfill the role of parents, it is necessary to establish a clear sense of the role of parents and strengthen the sense of responsibility. This points to a shift in the role of parents in child discipline after the “double reduction”. Parents or other guardians should establish the family is the first class. Parents are the first teachers with a sense of responsibility. It is not only the overall optimization of the school education system, but also the return to the source of child discipline by reducing the anxiety of the family education. Parents can adjust to the changes in their children's growth stage, thus establishing an effective role behavior system.

Keywords

Family education, parents' role, expectation

1. Introduction

The aim of the policy of “double reduction” is to stimulate students' interest, improving their quality and promoting their all-round development. This is in line with the goals of the family education and requires parents and schools to work hand in hand in the home-school education. It is not only the overall optimization of the school education system, but also the return to the source of child discipline by reducing the anxiety of the family education. The policy of “double reduction” provides more time and space for family education and more opportunities for parents to educate their children independently (China Children's Center, 2017). In the family education, if we want to fulfill your role as a parent, we must establish a clear awareness of our role as a parent and strengthen our sense of responsibility in interactions with children. Parents can be accompanied by changes in the child's growth phase and suitable for adjustment

so as to establish an effective role behavior system.

After the implementation of the “double reduction”, the “law of the People's Republic of China on the promotion of child discipline child discipline”, which is the first special legislation in our country, came into effect (Chen Heqin, 2016). The Family Education Promotion Act clearly states that a child discipline is a parent or guardian, in order to promote the full and healthy development of a minor, on the implementation of the moral quality, physical quality, life skills, culture, behavior habits and other aspects of the cultivation, guidance and influence. Home is the source of life, the source of energy and the source of happiness. This points to a shift in the role of parents in child discipline after the “double reduction”.

2. The classification of parental roles

The family function is under certain social condition. The family should do the duty and should play the function to the personal life and the social development. Among them, the educational function of the family reflects the profound influence and value of the family in the process of children's socialization. The role of parents affects the effective implementation of family education functions. Role refers to the specific identity of an individual in a social group and the behavior pattern associated with it. The role can be divided into ideal role, apperception role and practice role according to the different forms of role existence.

2.1. The role of ideal

The ideal role, also called expectation role, refers to the ideal norm and the accepted behavior pattern which the society or the group sets for a particular social role. The ideal role belongs to the form of social concept, which is a kind of viewpoint. For example, parents should lead by example and teach their children good The Hours. The ideal role can be prescribed and many regulations reflect the nature and requirements of the ideal role.

The ideal role can also be unwritten and expressed in the social morality, social customs and social traditions and other people's demands and expectations. For example, from ancient times to the present, the education of children is regarded as an important responsibility of parents. For example, the family education promotion law states that “Parents or other guardians shall establish a sense of responsibility that the family is the first classroom and the parents are the first teachers, undertake the principal responsibility of child discipline on minors and educate minors to develop good thoughts, conduct and habits with correct thoughts, methods and behaviors.”

2.2. The role of understanding

Comprehending role refers to the understanding of the behavior pattern of the social role that the individual plays. The ideal role is the foundation of understanding the role. However, due to different circumstances, different levels of understanding, different values, different ways of thinking and other factors and different people have different understandings of the norms and behavior patterns of the same role.

Understanding the role belongs to the personal concept of the form. For example, for the understanding of the role of parents, some think that parents should be authoritative type, while others think that parents should be authoritarian type.

2.3. The role of practice

Practical role refers to the actual behavior of an individual in the process of implementing role norms according to his own understanding of the role. Understanding role is the premise and foundation of practicing role (Zhou Qi, 2017). However, because each parent's growth conditions and circumstances are different, even if the same understanding of the role, the implementation of the same behavior is not necessarily the same. The role of practice belongs to the form of objective reality.

As a social role, parents are endowed with corresponding status and responsibilities by the society. Role expectation is the expectation that the society or the individual should show the specific behavior to a certain role. Whether a person's role behavior conforms to his position and identity depends on how much he conforms to the role expectation. The content of role expectation changes with the change of society (Yue Xianlun, 2022).

3. Expectations of the role of parents in family education

The role of parents is irreplaceable and irreplaceable. The impact is life-long and far-reaching. Therefore, the social requirements and expectations for the role of parents are also the highest. Parents are not only the biological signific-

ance of the upbringing, but also a social significance of educators. With the implementation of the “Double reduction”, there are more expectations for the role of parents in child discipline.

3.1. A leader in learning

Learning is one of the concerns of every parent. Learning is the only way for every child to grow in life. As parents, we expect our children to learn more efficiently, but we rarely consciously teach them the methods and strategies they need to learn. Under the background of “double reduction”. The parents are expected to become “leaders of children's learning” (Xinhua news agency, 2022).

Learning is a process of consciously and actively mastering the social and individual experience in social life practice, under the social transmission, with language as the medium. The types of learning include learning of knowledge, learning of skills, learning of moral character and behavior habits. Therefore, the content of learning not only includes the mastery of knowledge, but also includes basic life skills, social norms, the setting of goals, the guidance of values and so on.

3.2. A defender of health

Education anxiety brings children growing confusion. In addition to learning, child's physical and mental health is also an important part of child discipline. Under the background of “Double reduction”, parents are expected to become “healthy defenders” of their children.

After the “double reduction”, parents have more spare time to lead their children to engage in parent-child sports or outdoor activities to promote physical health, while paying attention to the guidance of children's healthy personality to promote mental health.

3.3. A demonstrator of behavior

After “double reduction”, parents have more time to spend with their children. In the process of getting along with children, try to become a child “model behavior”. According to the theory of observational learning, parents are the role models of children's behavior, parents' words and deeds play an imperceptible and alternative reinforcement role for children.

Under the background of “double reduction”, parents should learn to look calmly at the “theatre effect” in education and rat race. Parents should reduce educational anxiety and make it clear that the purpose of education is to raise a child to be a complete human being. Learning is important as a child grows up, but it is only a part of the colorful life of a child (Xinhua news agency, 2022). In addition to learning, physical and mental health, good behavior and positive attitude towards life are also children's present and future life light.

3.4. A positive leader

At all times, parents should strive to be positive guides of their children's development, giving them full and positive acceptance, equality and respect. Martin Seligman, the father of positive psychology, came up with the idea of positive education. Positive education means that the educators take the realistic state of the children as the starting point and take the positive ideas and actions as the means to stimulate and guide the children to seek knowledge actively and gain positive emotional experience, the education of cultivating children's positive personality and attitude towards life. The positive attitude of parents in the child discipline of problems plays an irreplaceable role in the development of their children.

In the Song dynasty, Cheng Yi said: “The joy of life is not as good as reading and the most important thing is to teach children.” In the Ming dynasty, Fang Xiaoru also said: “To love a child without teaching is still to not love him and to teach him without being kind is still to not teach him.” This view of the role of parents is still of practical significance and reference significance.

4. Conclusion

Jean-Jacques Rousseau says: “Time is more wasted than wasted”. From conception to adulthood, we have to learn how to be parents. It's an ongoing process. Because children at each stage have different characteristics, tasks and challenges, parents are to grow up again with the growth of the child and grow up. No matter what the expectations for the role of parents are, parents guide their children to maintain self-esteem and self-confidence to be hopeful and optimistic about the future, which is the original intention of the child discipline (Xinhua news agency, 2022). “Children are feet,

education is shoes.” Under the background of “double reduction”, parents should set out from the perspective of children, timely adjustment, continuous learning, advance with the times. Because, everything is for the child and for the child's everything.

Parents or other guardians should establish the family is the first class. Parents are the first teachers with a sense of responsibility. They take on the main responsibility of child discipline minors and educate them to develop good thoughts, conduct and habits with correct thoughts, methods and behaviors. Role learning and role play of parents directly affect the implementation of role behavior and affect the image of parents in children's mind and then affect the effect of child discipline.

References

- Chen Heqin. (2016). Family Education [M]. Shanghai: Shanghai People's Publishing House, 2016.
- China Children's Center. The role of parents in Chinese parenting [M]. Beijing: Social Sciences Academic Press, 2017.
- Xinhua news agency. Opinions of the Central Committee of the Communist Party of China and the State Council on doing well the key work of promoting rural revitalization in an all-round way in 2022 [EB/OL]. http://www.gov.cn/zhenqce/2022-02/22/content_5675035.htm, 2022-02-22.
- Yue Xianlun. (2022). The pattern of parents [M]. Harbin: Harbin publishing house, 2022.
- Zhou Qi. (2017). Family Education theory and practice [M]. Beijing: Science Press, 2017.