



Behavioral Study of Family Educational Cooperation on Preschool Children's Language Skills Development

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Abstract. The process of global economic integration has accelerated with the emergence of the knowledge-based economy and the information age in the twenty-first century, competition, cooperation, and exchange among nations in the political, economic, cultural, and military fields have increased and deepened, and the interdependence between nations has grown day by day. In order to keep up with the 21st century's rapid political, economic, technological, and cultural development, countries are starting to reevaluate their educational objectives, educational philosophies, educational methodologies, and educational material. In the light of China's reform of its basic education curriculum and teaching materials, this study examines the current state and effectiveness of foreign language education policies in primary and secondary schools there. It also looks at the key variables influencing their implementation.

Keywords: language education · language policy · education policy · early childhood education · family education

1 Introduction

The results of the current study show that Shanghai's primary and secondary schools have successfully implemented foreign language education policies, that the chain of policies has been operating smoothly, and that the higher policies have a leading role in the lower policies, reflecting strong policy effectiveness and good policy convergence. However, the policy discourse is abstract and opera. The executive bodies of foreign language education policies are clearly defined, have reasonable scopes of authority, and are capable of making timely adjustments in accordance with educational and instructional practices. However, there is a need to improve communication between the implementing agency's employees and local educators. The "creation" of foreign language education policy on

the ground will have a solid human resource base thanks to the implementation of foreign language education policy's high level of professionalism, which includes subject knowledge, teaching abilities, policy literacy, and educational philosophy. The human, material, and financial resources for foreign language education policy implementation are abundant, but need to be further optimized.

The independent reading skills of kids are currently plagued by a number of issues. One is that kids are more prone to turn the pages since they do not have a clear reason for reading. Second, children's reading abilities are weak, making it difficult for them to closely scrutinize, consider, and comprehend the visuals as they are being read. In addition, children's knowledge and understanding of the picture are still in the role of a statement and an answerer, and they have not yet developed a certain awareness of the methods and patterns of questioning. The goal of this research project is to provide early reading activities that are informed by whole language education theory so that kids can form excellent independent reading habits and begin to master reading independently through everyday activities including seeing, hearing, thinking, asking, and speaking.

2 Literature Review

2.1 Historical Development of Whole Languages

Four stages can be used to outline the development of entire languages: the emergence of complete languages (1950s-1977), their development (1978-1986), their culmination (1987-1994), and their transformation (1994-present) (1995-present).

Reading and reading teaching were given more thought after Goodman's 1968 publication of "The Psycholinguistic Nature of the Reading Process," which also sparked interest in new reading instruction theories. Teachers now consider that the "direct instruction" approach of reading, which summarizes language as a whole, is inappropriate because it has been called into doubt [3].

The growth of a whole language. First, research into the writing process has advanced. A clearer framework for the entire language has been developed as a result of the research of the writing process. This framework first clarified reading and its nature before incorporating writing and its nature as well. The second development is the rise of the emergent theory of writing and reading. The emergent theory of reading and writing makes the assumption that kids are already interested in reading and writing before they start formal literacy instruction. The third factor is the open education movement's influence. The open education movement supports promoting independent learning among students and honoring their individual characteristics.

With the help of educators, parents, and societal forces, the entire language approach was successfully incorporated into official language instruction following the formulation of the theory. Numerous works on the whole language were written concurrently with educational reforms motivated by the whole language theory. This was the pinnacle of language development as a whole.

the examination of how young children acquire autonomous reading abilities under the direction of whole language education theory Section 2: Examining the Literature The whole language paradigm of language education has come under scrutiny since English-speaking pupils in California's public schools scored the lowest in the nation

for “whole language instruction.” A turn towards reflection and theory integration in the middle to late 1990s produced a more developed, logical, and well-refined theory of entire language.

In the course of its development, researchers have continued to research and explore its theories, preserving its own strengths while drawing on the benefits of other theories, resulting in a maturing theory of whole language education.

2.2 Research Related to Young Children’s Independent Reading

A research from the National Academies ignited a global revolution in early reading between 1997 and 2000. The report, “Preventing Childhood Reading Difficulties at an Early Age,” was based on three years of systematic research, reviewing and integrating significant international research findings on reading education and early reading, as well as a number of related publications subsequently published by the National Academies. It was led by Kathleen Snow, a world-renowned child linguist at the Harvard Graduate School of Education. The report, Preventing Reading Difficulties in Early Childhood, and a number of related works later published by the National Academies Press rebuilt a systematic theory of early reading and proposed educational goals, educational measures, and pedagogical recommendations for enhancing children’s early reading skills, eliciting strong reactions from the American community and other nations [4].

2.3 Influence of the Home Environment on the Development of Young Children’s Language Skills

According to Melody, children’s bad family environments are strongly connected with their children’s low language competence and other intellectual developmental deficiencies [5]. Coincidentally, Rescorla has also noted that children have more opportunity to engage in social activities, to communicate with others, and to practice their language the higher the social status and better the economic level and condition of the parents. Thus, the physical environment and material inputs in the household are the components that have a substantial impact on children’s language development. In addition to having greater opportunity for their children to engage in social activities and practice their language skills, parents with higher social status also tend to enjoy better economic circumstances. Thus, it is evident that the home’s physical environment and material inputs have a significant role in a child’s language development.

Secondly, phonological, lexical, and cognitive development in children are significantly influenced by the home language environment. According to studies, children’s language development is favorably correlated with the home learning environment and the amount of time parents spend reading to their kids. Only half of the mothers in the 2581 low-income families in the United States read to their children every day [6]. For English-speaking families, the more mothers read to their kids, the better their kids’ vocabulary and reading comprehension scores at 14 months, as well as their vocabulary and cognitive development at 24 months.

In summary, references and guidelines for this study’s consideration of the caregivers’ educational backgrounds, the family’s cultural context, and its language-learning techniques have been offered by international experts and researchers.

It is also crucial to highlight the subject of family education being required for preschoolers [1]. A healthy parent-child relationship will benefit youngsters for the rest of their lives. For instance, in the fictional Peppa Pig, when Peppa stumbled in a puddle of mud, muck splattered all over her body. Parents' initial instinct is to clean the child, but Peppa and her father's response was unexpected. Peppa went to ask her father to play with her. It is obvious that having a father around can increase a child's happiness by a factor of two. In addition to being the child's favorite playmate, a father has a certain appeal. Due to a lack of understanding of the significance of dads in the development of children and newborns, this picture also made me reflect about the function of fathers, which is frequently absent in households. The absence of fatherhood has become a common phenomenon in many families [7].

Playtime with fathers is enjoyable for kids. However, such happiness is frequently fleeting because fathers are too busy to fulfil their children's needs for play, such as being unable to respond in time, lacking a strong desire to play, lacking sufficient time to play, etc. Therefore, out of personal interest and concern, we seek to identify issues, compile experiences, and offer solutions based on a review of the current state of father involvement in parent-child play in families in our area.

In order to help more fathers understand parent-child education and parent-child games scientifically, pay attention to and participate in games, improve the quality of parent-child education, establish a correct concept of parent-child games, feel and experience the joyful emotions and positive guidance given by parent-child games, and help fathers get out of the misunderstood, it is hoped to identify the problems, summaries our experiences, and propose improvement strategies and suggestions [8].

3 Discussion

3.1 Parent Education as a Focus of Educational Research

The system of educational thought must include parental education. This educational philosophy recognizes the role of human educational ability in the home from the perspective of family prosperity and human resource development [9]. It highlights the importance of family education as a long-term social security and foundation. This philosophy has rich requirements for parental education in the context of traditional society, where the family plays a significant role in nurturing individuals. These requirements include the goals of morality first and emphasizing morality over skills in educational thinking, as well as the means of modelling by example and combining strict mercy. Education scholars have focused more on the improvement of all types of education systems in recent years due to the establishment of the public education system. By enhancing parental education and the effectiveness of family education, parent education can, on the one hand, encourage the best possible development of children and adolescents who are of school age. Parent education, on the other hand, supports parents' personal growth and helps to build a learning society, a learning family, and a new family education cultural system. Parent education falls within the category of adult education because of its target audience and its non-institutionalized form. As a result, the study of parent education represents a further development of the contemporary educational system, both in terms of its theoretical implications and its practical techniques.

Additionally, from a pragmatic standpoint, China has always placed a high value on family education, and the old Chinese classics are filled with knowledge that serves as both a blueprint for family education and a manual for human behavior. On the other hand, the traditional culture of China has endured constant exclusion in the process of ideological transformation as a result of the numerous cultural revolutions that have occurred throughout the country's history. The concept of traditional family education has clashed with other cultures since China's reform and opening, which has led to traditional family culture being previously questioned and denied. However, because of the speed at which modern society is changing, cultural resources are now being updated at a far faster rate, making it impossible for parents to adequately educate their children using only their own knowledge and skills. Due to this paradox, the parents are powerless to influence the educational process and have no voice. Therefore, creating a theoretical framework for family education that is current and effective through parental education in the context of contemporary culture is a crucial goal of educational research.

Parent education research is still prone to examine its instrumental nature in the current studies, focusing on its practical issues and solutions rather than the parent education's internal logic, or the question of "Why should parent education be implemented? What practical benefit does parent education offer? Therefore, it is crucial for the parent education system to thoroughly comprehend the internal workings of family education, to define what parent education should be, and to define its objectives, scope, and delivery mechanisms.

3.2 Research Review Evaluation

Educators have given independent reading more attention, but there are still some misconceptions about the teaching methods and direction of independent reading for young children. For example, some people think that independent reading for young children only occurs once they have reached a certain level of literacy [10]. One status quo is that in recent years, China's early childhood education sector has seen a "early reading fever" when it comes to helping young children acquire autonomous reading skills. There are literacy textbooks and literacy books flying around for many commercial reasons, and many individuals associate "early reading" with "early literacy." The term "early reading" has been used frequently. The early childhood educators must take such "early reading" teaching seriously since it will have a major detrimental influence on early childhood development. When it comes to goal-setting, reading material selection and interpretation, activity organization and instruction, and instrumental values, we have a tendency to place too much emphasis on improving kids' reading and expression skills while constantly attempting to make them understand concepts through reading instruction.

Parents' parenting philosophy and style, family culture, and language environment all have an impact on children's language abilities, according to numerous academic studies on the effects of family environment, parents' educational background, and family language education on children's language development. This study has a broader perspective thanks to numerous professional empirical studies that have uncovered fundamental patterns and traits of children's language development and examined the variables that affect children's language ability.

4 Conclusion

Language skills in children start to develop at birth. The efficiency of language education for kids is influenced by how parents view and use it during the preschool years, according to research. Positive parent-child language contact and play can enhance young children's language learning and foster communication, comprehension, and production. Reading aloud to children frequently and with excellent quality benefits their language development, life experiences, and cognitive development. It is suggested that parents should develop a scientific concept of education, improve their own cultural literacy and educational skills, and adopt rich and effective family education activities to promote children's language development, while kindergartens should also play an important role in enhancing family language education by providing professional guidance and direction to parents, thus helping to facilitate the smooth and effective development of family language education and children's language skills. In order to enable the efficient and effective growth of language education at home and the development of children's language skills, the kindergarten should also play a significant role in promoting language education at home and provide professional guidance and direction to parents.

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