

Educational Philosophy and Realistic Reflection of Family Education in Preschool Stage from Psychological Perspective

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Abstract: Between the ages of three and six, children develop their personal traits and daily routines most rapidly. The way families bring them up leaves a deep imprint on their entire life journey. In order to sort out the logic of scientific education and solve the existing practical problems in preschool parenting, this article draws on classic theories of developmental psychology and uses public research data and policy documents from the Ministry of Education and the China Children's Center. Based on the theoretical achievements of Piaget, Erikson, Baumrind, etc., this paper sorts out the core connotation of family education that conforms to the laws of physical and mental development of preschool children. Research has found that there are prominent problems in current preschool family education, such as premature academic instruction, imbalanced parenting styles, insufficient father involvement, and lack of emotional guidance. This study offers practical steps around updating concepts, optimizing education, promoting home-kindergarten collaboration, and providing social security. The study advocates abandoning utilitarian parenting ideas and carrying out family education in accordance with the laws of children's psychological development. This not only provides theoretical references for parents to establish scientific parenting cognition, but also provides practical ideas for improving the guidance system of preschool family education.

Keywords: Preschool Stage; Family Education; Psychological Perspective; Educational Philosophy; Parenting Style.

1. Introduction

Preschool children aged 3-6 are in a critical period of psychological development, and their psychological growth not only conforms to the formation stage of initiative and guilt in Erikson's personality development theory, but also corresponds to Piaget's preoperational stage (2-7 years old). During this period, children's brain and nervous system develop rapidly, and their psychological perception, emotional expression, and social awareness gradually form. The family is the earliest and most influential growth environment for children, and the scientific nature of family upbringing will have a long-term impact on children's personality and cognitive development. Family education is different from the systematic teaching of school education, and has more long-term, life-oriented, and affective characteristics. It is an important place to cultivate children's sense of security, rule awareness, and interpersonal communication skills.

From the perspective of policies and research, the Preschool Education Law of the People's Republic of China clarifies the main responsibility of families in preschool care and education, requiring parents and other guardians to fulfill their obligation of raising and educating children in accordance with the law, respect the laws of children's physical and mental development, and create a supportive family environment. The "Report on Children's Extracurricular Life: Family Education" (2024) jointly released by the China Children's Center and relevant universities points out that family parenting concepts and behaviors are the core factors affecting the mental health of preschool children [1]. On the practical level, educational anxiety at the societal level continues to permeate families. Some parents ignore the laws of their children's psychological development and blindly adopt premature academic learning

and rigid discipline, which violates the cognitive laws of preschool children; Some families lack knowledge of psychology and have insufficient understanding in areas such as parent-child attachment, emotional counseling, and independent consciousness cultivation, which can easily lead to problems such as timid and withdrawn traits, poor concentration, and weak social adaptation in children.

This paper draws on developmental psychology, combined with public policies and research data from the Ministry of Education and the China Children's Center, focusing on the scientific concept of preschool family education, sorting out prominent problems in current parenting, analyzing the causes of problems from a psychological perspective, and finding workable solutions.

2. The Core Characteristics and Educational Needs of Psychological Development in Preschool Children

Children between three and six years old enter a crucial period of psychological development. Their cognitive competence, emotional state and social capability develop following distinct age-related patterns. Family education should abandon adult educational perspectives and primary school teaching modes, and conduct tailored guidance based on children's inherent psychological features.

As stated in Piaget's pre-operational stage theory, children aged two to seven adopt concrete thinking as their dominant mental pattern and fail to comprehend abstract logical notions. Youngsters gain cognitive experience via game engagement, daily observation and practical life experience. Games constitute the core activity of preschool education. Exploratory play cultivates children's imagination and maintains steady attention development, delivering better educational outcomes than mechanical knowledge instruction

[2].

In terms of personality formation and parent-child bonding, Erikson's developmental theory suggests that children aged three to six take the cultivation of initiative and exploratory awareness as their major growth goal, and gradually lessen reliance on the external environment. At this stage, children have a strong curiosity and are willing to try self-care behaviors and participate in group activities. Parental tolerance and encouragement can strengthen children's confidence, while excessive domination and frequent negation can easily lead to self-doubt and foster timid and cowardly personality traits [3]. According to Bowlby's attachment theory, the preschool stage is also a critical period for establishing a secure parent-child attachment. Stable emotional responses and a harmonious family atmosphere can build a strong sense of psychological security for young children, which will have a long-term impact on their emotional regulation and interpersonal communication abilities as adults.

At the level of emotional and social development, preschool children do not yet possess mature emotional control abilities, and their emotional expression is easily influenced by external factors, lacking scientific ways of venting and regulating. Parents can provide emotional demonstrations and positive guidance to help young children identify and accept emotions, and master basic expression methods. At the same time, young children will gradually move beyond egocentrism, establish rules, a sense of sharing and cooperation, and develop family interaction patterns and parenting styles, which will subtly shape their social behavior habits.

Through my practical work, I did hands-on internships in kindergartens and also worked part-time as an early childhood companion tutor. These experiences let me see for myself the individual differences among young children, and I saw just how important scientific, personalized guidance is to their growth.

During my kindergarten internship, I got to know a quiet, shy child with weak expressive ability—he hardly spoke up on his own, and rarely interacted with others. After school, I frequently spot the child staying alone in the corner, waiting calmly for his parents. I sit beside him and talk in a mild tone, reviewing nursery rhymes he picked up in class that day. The song describes bouncing rabbits and slowly moving tortoises with a simple and cheerful melody.

The child merely hummed timidly at first, and gradually gained the ability to sing the whole tune smoothly. Seeing him brave enough to vocalize actively and achieve continuous progress fills me with sincere pleasure. This practical accompanying and teaching experience enhances my intuitive understanding of Vygotsky's zone of proximal development theory.

I held a part-time post at Lingxue (Guangzhou) Information Technology Co., Ltd., providing one-on-one home early education guidance for three-year-old children. Daily work covered language cognition, physical movements, emotional social skills, daily habits and safety awareness. I adopted personalized teaching methods with oral games, picture book reading, fine motor training and emotional card interaction, helping children improve all-round abilities and witnessing their gradual growth.

These practical experiences reveal that every child has their own growth rhythm and unique developmental characteristics.

Preschool family education shall respect children's natural

growth pace. Game-based activities serve as mainstream enlightenment ways to deepen parent-child affection and cultivate children's emotional understanding and social competence. Unrealistic advanced education concepts ought to be discarded. Child rearing can proceed scientifically in accordance with children's physical and mental development rules.

3. The Core Educational Concept of Preschool Family Education Supported by Psychological Theory

Early parent-child bonds carry lasting effects on children's mental wellbeing and personality growth, according to attachment theory. Rather than rushing to deliver academic knowledge ahead of schedule, family education places greater value on fostering solid, affectionate connections with mutual emotional communication. Parents who take good care of their children on a daily basis, timely observe their emotional needs, and create a harmonious family atmosphere can help young children establish a stable sense of inner security. This stable psychological state can support the steady development of children's subsequent learning and communication, interpersonal communication, and stress resistance abilities. Once there is a lack of emotional companionship, or long-term alienation and excessive criticism, it can damage the parent-child attachment relationship and lay potential hidden dangers for the psychological growth of young children.

Developmentally appropriate practice emphasizes that parenting should respect the age characteristics and individual differences of young children, and follow the natural laws of physical and mental development to carry out enlightenment. Psychological research shows that preschool children do not yet have the physical and mental conditions to systematically learn subject knowledge. Premature implementation of primary school teaching will only increase psychological burden and erode their innate interest in learning. Parents should let go of the mentality of comparison, not blindly follow the trend of advanced education, rely on fun play activities, life practices, and sensory exploration to implement enlightenment, accept the unique growth rhythm of each child, and not use uniform standards to rigidly constrain the development of young children.

Vygotsky's zone of proximal development theory suggests that there is a gap between the existing level and potential space of young children's abilities. Moderate inspiration and assistance from adults can help children gradually overcome their limitations [4]. In family education, parents should not do too much for children or deprive them of chances to explore on their own, and should not let them go unchecked or neglect guidance. Just judge children's real ability objectively, provide moderate guidance when they encounter difficulties, gradually let go as their abilities improve, and gradually cultivate their independent problem-solving skills.

The positive discipline concept derived from Adler's individual psychology advocates a gentle yet firm approach to family education, while also considering the cultivation of children's personality respect and rule awareness [5]. The preschool stage is a critical period for cultivating rule concepts. Parents should not only abandon the harsh discipline of beating, scolding, and corporal punishment, but also avoid unconditional overindulgence. Replace coercive orders with equal communication, weaken negative accusations with positive encouragement, and gradually

establish self-discipline and sense of responsibility in children's understanding and recognition of rules, helping children grow mentally and behaviorally.

4. The Current Dilemma of Preschool Family Education and Its Psychological Attribution

Based on the results of the supervision of preschool education by the Ministry of Education and the annual research data from the China Children's Center, it can be found that there are still many practical difficulties in the practice of preschool family education in China. Various cognitive misconceptions in daily parenting can be traced back to the psychological level and generally violate the laws of physical and mental development of young children.

Social education anxiety is spreading, and many families use the preschool stage as a reserve period for cultural courses, arranging for their children to learn pinyin, arithmetic, literacy and other primary school courses too early. Preschoolers mainly rely on concrete thinking and have not yet developed mature logical thinking abilities. Forcefully imparting abstract knowledge will exceed their cognitive capacity, which not only easily leads to learning weariness, but also leads to a lack of attention. Premature academic learning squeezes the growth space of children's play exploration, limits the development of imagination and creativity, and superficially grasps knowledge early, but actually disrupts the natural psychological growth rhythm of children [6].

Many families nowadays tend towards either authoritarian or laissez-faire styles. Authoritarian parents are accustomed to using authority to control their children, lacking emotional communication and respect, which can easily make their children insecure, oversensitive or rebellious, and unwilling to express their ideas proactively. Indulgent parents excessively indulge and accommodate their children, without any bottom line to meet their demands, lacking necessary rules and guidance, which can easily cultivate their children's self-centered and stubborn traits, making it difficult for them to adapt to collective life and social norms in the later stage. Both parenting models deviate from scientific authoritative parenting, with the core reason being that parents lack basic psychological knowledge and rely solely on life experience to raise children.

Affected by traditional family division of labor and workplace pressure, the responsibility of parenting mainly falls on the mother, and the father's participation in accompanying, communicating, and guiding behavior is insufficient. Research in developmental psychology shows that father companionship can provide unique growth references for young children, and has irreplaceable value in gender role cognition, courage shaping, and interpersonal conflict management. Long-term absence of a father can easily lead to a weak personality, inadequate adventurous spirit, ambiguous gender cognition, and hinders the balanced development of personality and social skills in children [7].

Many parents are not aware of the emotional development characteristics of their children, and when faced with their children's crying, stubbornness, and other behaviors, they often resort to stopping, blaming, or treating them coldly, lacking emotional acceptance and positive guidance. The preschool stage is a critical period for developing emotional cognition and regulation abilities. Long-term lack of

emotional education can make it difficult for children to recognize and regulate their own emotions, and as adults, they are prone to emotional problems like irritability and weak stress resistance.

5. Optimization Strategies and Practical Paths for Preschool Family Education from A Psychological Perspective

Based on the policies related to developmental psychology and preschool education, and in response to the practical problems of family education, a parenting path that fits the psychology of young children is constructed from five aspects: concepts, upbringing, division of labor, emotions, and home-kindergarten co-education.

Proactively learning developmental psychology and basic knowledge of preschool education, utilizing official platforms, kindergarten lectures, and professional books to master the cognitive, emotional, and personality development patterns of children aged 3-6. Abandon the misconceptions of advanced education and utilitarian parenting, prioritize physical and mental health, sound personality, and habit development as core goals, prioritize play companionship, emotional nourishment, and independent ability cultivation, and do not use knowledge acquisition as the sole evaluation criterion. Rationally view parenting comparison and respect the natural growth rhythm of young children.

Stay away from the extreme parenting styles of authoritarianism and laissez-faire, and achieve a balance between respecting children and establishing rules. Equal communication with young children, listening to ideas and accepting reasonable demands; Establish clear family rules, implement them gently and firmly, and refuse harsh punishment. Use more positive encouragement to protect children's confidence and exploratory desire [8]. Reduce the use of electronic products, set aside fixed parent-child time every day, and strengthen attachment through shared picture book reading, outdoor play, and manual operations.

Changing traditional views on parenting roles, recognizing the unique value of fathers in the psychological development of young children, and actively sharing parenting affairs. Companies can carry out flexible hours and paternity leave to provide time support for fathers to participate in childcare. Kindergartens and communities offer father parenting guidance activities to popularize the role of father companionship in children's personality and social development, help parents master more suitable ways of companionship and communication, and form a collaborative parenting model between parents.

Manage your own emotions well and avoid venting negative emotions in front of young children. Learn emotional guidance methods, accept children's emotional expressions, and help them identify and express their own feelings [9]. Combining real-life scenarios, teach young children basic ways of emotional expression, and cultivate empathy and emotional self-control abilities.

Proactively cooperate with kindergarten education work, participate in parent-child activities and parent workshops, synchronize the status of children at home and in kindergarten, and unify the concept of home-kindergarten education. Utilize professional resources from kindergartens, learn scientific parenting methods, and maintain consistency in home and school education standards. Use community

parenting support resources, participate in public welfare exchanges, and continuously optimize family education behavior.

6. Construction and Guarantee Measures of Preschool Family Education Support System

There are still common problems such as conceptual bias and improper methods in preschool family education, and relying solely on family autonomy to adjust is difficult to fundamentally solve the dilemma. The government, kindergartens, society, and families can work together to establish a systematic family education guarantee system, promoting the return of family education to the core intention of cultivating children's psychology.

Local administrative departments should strictly follow the relevant regulations of the "Preschool Education Law", refine the guidance rules for family education, and clarify the service rights and responsibilities of institutions at all levels [10]. Coordinate the layout of urban and rural resources to establish grassroots service outlets, set up fixed stations in streets, townships, and communities, and provide free public welfare services such as parenting psychological counseling, parent-child relationship guidance, and parenting style correction for families with children aged 3 to 6. Relying on official media to continuously popularize knowledge of child development psychology, deeply analyze the harm of schoolification in preschool education, reverse the impetuous parenting culture in society, and ease the spread of educational anxiety.

As a professional institution for preschool education, kindergarten shoulders the basic responsibility of leading scientific parenting. The kindergarten regularly offers parent workshops and psychological parenting workshops, systematically explaining the laws of children's psychological growth, parent-child communication, and practical methods of emotional parenting. Establish a regular home communication and home visit mechanism to provide targeted assistance to families with cognitive dissonance in parenting and tense parent-child relationships. At the same time, organize specialized training for preschool teachers to enhance their comprehensive ability to identify children's psychology and guide family education.

New media platforms should adhere to content orientation, stop exaggerating academic pressure and promote advanced education, and spread parenting concepts that are in line with the psychological development laws of young children. Legitimate scientific research and psychological service institutions offer affordable public parenting courses, and the community has built parent mutual aid communities to achieve parenting experience sharing, mutual support for growth puzzles, and ease the psychological pressure of parents raising children alone.

Parents need to develop a lifelong learning mindset, identify fragmented parenting information on the internet, and abandon utilitarian educational thinking. Proactively examine one's own parenting behavior and adjust educational methods in a timely manner based on the growth stage of young children. When encountering parent-child conflicts or abnormal child behavior, actively seek help from preschool teachers, family education counselors, and psychological practitioners to avoid arbitrary parenting based solely on life experience.

Through coordinated efforts from all parties, we can address the weak links in preschool family education from multiple perspectives, laying a solid foundation for scientific parenting from a psychological perspective and safeguarding the long-term development of children's mental health and sound personality [11].

7. Conclusion

This study draws on classic theories in developmental psychology, combined with publicly available data from the Ministry of Education and the China Children's Center, to sort out the cognitive, emotional, and social growth characteristics of preschool children, and summarize four core psychological concepts of family education: secure attachment, developmental appropriateness, scaffolding support, and positive guidance. Based on the current reality of parenting, the article summarizes prominent problems such as schoolification of preschool education, imbalanced parenting methods, low paternal involvement, and weak emotional parenting, and analyzes the underlying causes of various difficulties from a psychological perspective. The entire research process relies on professional theories and official materials for analysis, rejecting subjective inferences and ensuring the objectivity and rigor of the discourse.

In response to the existing parenting difficulties, this study proposes practical solutions from five dimensions: concept reshaping, parenting optimization, parental collaboration, emotional enlightenment, and home-kindergarten co-education. At the same time, a guarantee framework is established for the cooperation of the government, kindergartens, society, and families. The core of preschool family education is not to instill knowledge in advance, but to follow the pace of children's psychological growth, safeguard their sense of security, curiosity, and independent personality. Setting aside the utilitarian educational mentality and breaking away from the rigid thinking of traditional experiential parenting is a realistic issue that preschool families need to face.

The research also has certain limitations, mainly focusing on theoretical analysis and path design, lacking large-scale field research and case tracking, and failing to take into account the differences between urban and rural areas and different family structures. The proposed optimization strategies still need to be tested in real-life scenarios.

In the future, the scope of research can be further expanded to conduct more detailed comparative analysis of urban and rural families, and refine hierarchical and classified parenting guidance plans. Continuously improve the collaborative education mechanism between families, schools, and communities, popularize psychological parenting knowledge, and guide parents to adhere to the original intention of child-centered education. Truly bringing into play the enlightening and nourishing value of preschool family education, building a solid foundation for children's mental health and well-rounded personality.

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