

# Problems and Countermeasures of Primary School Students' Family Education in the New Period

Caixia Xu

Jilin International Studies University, Changchun 130117, China

## Abstract

Primary school is the basis for students to receive education, and the education of primary school students has been widely concerned by people from all walks of life. With the development of education and the continuous progress of educational reform, the education of primary school students is not the only school education, but also refers to family rescue education. Both of them play an important part in the physical and psychological development of primary school students. Therefore, parents should cooperate with school teachers, actively innovate family rescue and education methods, give play to the important role of family education, and further promote the all-round progress of primary school students. This paper discusses the problems of primary school students' family education, and puts forward the countermeasures to solve the problems of primary school students' family education, for the reference of the implementers of family technical education.

## Keywords

Primary school students; Family education; Problems and Countermeasures.

## 1. Introduction

Family education is the basis of primary school students' education, and the implementer of family education is also the primary school students' enlightening teacher. Therefore, the effect of family education plays a major role in the physical and mental development of primary school students. With the popularization of compulsory education and the implementation of quality education, educators are also paying more and more attention to family education while innovating school education. Parents' attention to family education has also increased. More parents hope to collaborate with school education, innovate educational ideas and methods, and work together to promote the healthy growth of pupils' body and mind.

## 2. Theoretical Basis of Family Education Functions

Family education embodies the basic functions of the family and is formed with the emergence of the family. Parents to their children are not only the first educators, but also lifelong educators. An important part of family education includes family education methods. Only by comprehensively understanding family education can we have a deeper understanding of family education methods. So in people's daily family life. How does family education promote students to develop good moral behavior habits? Psychology is to explore the physiological and psychological changes of people by studying their cognition and behavior. Therefore, by using the theory of psychology to guide family education, parents can more accurately grasp the progress and changes of students' physiological, psychological and emotional attitudes, so as to realize the function of family education. Next, I will make a theoretical analysis from three perspectives: cognitive development theory, cognitive dissonance theory and social learning theory in children's psychology.

## 2.1. Cognitive Development Theory

Piaget is the founder of cognitive development theory. Piaget pointed out that psychology originates from the action and has nothing to do with innate maturity and acquire experience. Children have an unconditional reflex of external stimuli from the beginning of birth, and interact with the surrounding environment by sending their own signals. At the same time, with various psychological activities in the process of its development, it has an intermediary effect on the psychological development of children, which are the interaction between the subject and the environment.

Piaget believes that the following four factors will affect children's psychological development: first, maturity, that is, children's physical growth, especially the maturity of the nervous system. Maturity is a prerequisite for children's psychological development; Second, experience, including mathematical logic experience and physical experience. Mathematical logical experience refers to the experience that the subject produces coordination through action, while physical experience is the reflection of the characteristics of the object itself and the direct experience generated through simple activities; Third, the social environment, that is, the interaction behavior between children and others and the impact of education. Among them, children's subjective initiative is the key factor to gain social experience; Fourth, balance, that is, to fully coordinate the three factors of maturity, experience and social environment, as well as the process of self-regulation.

Through the exploration of cognitive development theory, we can find that children's progress must coordinate and deal with the relationship between maturity, experience and social environment. Although the development of children's physical and mental health depends on their individual subjectivity to a certain extent, their growth is still inseparable from the interaction between family and society. Parents are the main educators of family education, which has a significant impact on children's physical and mental development.

## 2.2. Cognitive Dissonance Theory

Leon Festinger proposed cognitive dissonance theory to explain the development process of children's attitude change. Cognitive dissonance theory believes that when people's two kinds of cognition are unbalanced or cognition and behavior is not coordinated. People's psychology will produce negative emotions such as anxiety. In order to eliminate or reduce this nervous discomfort, people will change their attitude to maintain consistency, that is, by denying new cognition or looking for more information about new cognition, improving their understanding of new things, so as to replace old cognition, so as to achieve psychological balance. Therefore, people believe that the imbalance or uncoordinated state is only temporary, and people will make appropriate adjustments to the balance or coordination or direction.

In family education, when students do things that are inconsistent with the attitudes and values formed by the original recognition of parents' educational concepts, it will cause their uncomfortable feelings, so that students will psychologically adjust themselves and choose a cognitive style that is suitable for them.

## 3. The Influence of Family Education on Pupils' Moral Behavior

The choice of family education mode plays an extremely vital role in pupils' moral behavior. According to the different styles of parents, American Psychologist Baldwin divides parents' education methods for their children into four types, namely, autocratic, *lasses faire*, doting and democratic. Under the authoritarian education mode, parents are authoritative, require children to obey themselves, care little about children, and be harsh to children, resulting in children's lack of initiative, easy to be depressed, cowardly, inferior and withdrawn. Under the *lasses faire* education mode, parents lack basic understanding and attention to their children,

and ignore their children's words and deeds, which make them feel neglected, lack enthusiasm and care for people, and are relatively indifferent. When parents adopt doting education, because parents spoil their children too much and just try to meet all the requirements of their children, children lack a sense of responsibility, are difficult to manage themselves, are rebellious, and have low self-confidence. Under the egalitarian education mode, parents respect their children's ideas and give their children autonomy under the correct guidance. Most children are relatively independent, able to manage themselves, have strong self-esteem, are good at communication, and have compelling social ability.

Students trained in the correct way of family education, whether in learning or daily behavior, do not have to spend too much time to manage, and usually perform very well. Still, teachers need to spend most of their time managing students who have no time to educate their children or do not know how to educate them because their parents are usually busy with their work, and the education of such students lacks strong family education cooperation, resulting in poor educational results, which is a thorny problem for teachers in current school education. In short, family education has an important influence on Pupils' moral behavior. Parents should establish a new educational method and actively cooperate with school education in order to help students to develop good moral behavior habits.

#### **4. Analysis of the Problems and Causes of Primary School Students' Family Education**

##### **4.1. Problems in Primary School Students' Family Sex Education**

###### **4.1.1. The Singleness of Family Sex Educators**

Whether in China or the west, whether in ancient times or now, under the patriarchal rule of society, the scope of women's behavior is always limited by men. Even if efforts have been made to open the door to the long-term family field and enter this field of society, they are forced to spend more time with the family than men because of their children's education. In the family environment, the role of a mother is indeed crucial. Mother conceived in October, endured severe pain and gave birth to children, and has an inseparable relationship with children. They understand the joys and sorrows of their children, provide them with warmth and meet their needs. For family sex education, they also play a key role. The privacy of sex education is combined with the intimacy of mother and child whose blood is thicker than water. The mother is always there in the process of children's sucking, defecating, kissing, touching, sharing and separating beds, and then to self-identity, making new friends, falling in love. Mother is the promoter and witness of children's sexual development and maturity. Even so, it can not cover up the fact that family sex educators are single.

The singleness of family sex educators is not an individual phenomenon, but a universal fact. Through the questionnaire survey, it is not difficult to find that it is the mother who undertakes the primary school students' family sex education, the proportion of the main educator is the father is very small, and other family members are even less family sex educators. In order to make an in-depth study of "who is undertaking the educators of primary school students' family sex education?" In this question, the author randomly selected 11 families. As the result of the questionnaire survey, the number of fathers participating in family sex education is less, and only three fathers in 11 families have more family sex education for their children. Interviewee 3: If it was a girl, his father would spend more time with him. Now it's basically me who cares more about him. Interviewee 4: If a child is a girl, it is his mother who teaches. Some parents will decide the educator of family sex education according to the child's gender. Interviewee 3 is the child's mother. She mainly plays the role of educator in family sex education, and the child's father gives negligible time in education. The reason she gave is that the father of the child likes girls. If it is a girl, the father should become the implementer of family sex education.

Interviewee 4 becomes the father of the child. In his opinion, the same-sex education will be better, the knowledge will be richer, and the embarrassment will be avoided. More parents believe that mothers are the best sex educators for their daughters. The same gender and more understanding provide convenience for schooling. For boys, it doesn't matter whether their mother or father becomes an educator. Whether parents are motivated by gender similarities and differences, or their love for different genders, it is an indisputable fact that primary school students' family sex educators are single, and affects the content, methods and effects of family sex education.

#### **4.1.2. Inconsistency of Educators' Attitudes and Behaviors**

From the perspective of social psychology, attitude is a tendency of internal psychological response, a preparation before action, and plays an energy storage function, but attitude only determines the trend of behavior. Action Force is a term in management. It refers to planning strategic intention, having super self-control, and being able to break through yourself and realize what you want to do but dare not do, or what you think you are insufficient ability. When you make a plan, you determine to achieve it. The implementation of family sex education is not ideal. In addition to the family's lack of understanding of sex and the wrong concept of sex education, the lack of active force of family sex education is also the key. Ideas and actions are indispensable factors to accomplish a thing. The survey found that most parents clearly stated that sex education is very important and that children should have family sex education. Nevertheless, the actual implementation is not ideal.

With the exposure of child sexual assault cases, parents have more and more need on how to correctly conduct sex education for their children. Due to the stigmatization of sex, such books, videos, picture books, etc. have not been popularized. In addition, parents' own cultural level is not high, and their understanding of sex education content is deficient. It will be hard to implement, but this has not affected the attitude of families to carry out family sex education. Interviewee 1: I don't think it's necessary. She will know in a certain time. Although there are individual parents such as Interviewee 1, most parents clearly express that sex education is very important and recognizes the necessity of family sex education. They are also prepared to tell their children what they know. According to the interview, Interviewee 7: Parents are unwilling to take the initiative to carry out family sex education. Now parents basically don't take the initiative to tell, and they are generally passive. Interviewee 11: No. I didn't tell him until he asked me what had happened. Family sex education does exist, but most family sex education is based on reflexive conversation and communication. Only a few parents have taken the initiative to carry out family sex education, and few watch books and videos with their children to learn. Where is the reason? Is it just because of the above-mentioned lack of owning ability? More is the inconsistency of educators' attitude and behavior.

## **5. Analysis of the Reasons for the Problems of Primary School Students' Family Sex Education**

### **5.1. Parents' Own Reasons**

#### **5.1.1. Parents' Professional Ability Is Insufficient and Their Professional Quality Is Low**

Professional ability refers to the knowledge, experience and skills that are specially needed in order to engage in a certain occupation. Professional ability has three meanings: the first is the ability that must be possessed to be competent for a certain profession; the second is the professional quality after entering a special field?, the third is the ability to manage your career after the beginning of your career. Every profession requires certain special abilities to be competent. For example, teachers must have qualified teaching ability, and doctors must have professional ability to save lives and heal injuries. Is parenting a profession? Do you need

professional ability as a parent? The answer is yes. As an important role in the family and a specific role in the society, parents' peculiar quality itself is an educational factor, which is determined by the subtle characteristics of family education. Parents are the principal providers of raising children. In addition to "raising", education is also particularly significant. As educators who educate their children in the family, parents have the primary responsibility for family sex education. Parents also need to have distinctive literacy to carry out family sex education. Then, the practiced ability to carry out family sex education mainly refers to having a correct concept of family sex education, mastering scientific methods of family sex education, and improving the ability to carry out sex education scientifically. Among them, concept, methods and ability of sex education are the basic connotation of parents' professional quality of sex education. Professional ability is the subordinate concept of certified quality. The Parents' professional quality and professional ability of sex education can help parents create a good educational atmosphere, implement family sex education, promote children's physical and mental development, and improve their professional quality.

### **5.1.2. The Ingrained View of Error Education**

Sexual concept, also known as erotic values, is composed of sexual scientific knowledge and sexual values. It is the general understanding and attitude towards "sex". Including the general understanding and attitude to sexual physiology, sexual psychology, sexual behavior, sexual morality, sexual norms and sexual culture, including the view of love, marriage, gender roles, etc. Parents' mastery of sexual knowledge, parents' level of sexual related knowledge and attitudes towards sexual related issues will have a direct impact on children's knowledge, attitude and behavior. In reality, most parents did not receive systematic and scientific sex education in their school days, and did not be understood and master sexual knowledge in the process of later growth, marriage and raising children. The result is not only a lack of understanding of sex, but also a mistaken interpretation of it with old ideas, misinterpret sex, and show its stigmatized side to children. The survey objects of this study are primarily concentrated in the third and fourth tier cities. Their education level is not elevated, and most of them are concentrated in the middle and lower classes. Through the investigation of this kind of parents, it is concluded that what they think of sex is biological sex, which is simply a physiological existence, so family sex education is also limited to physical health; Some parents even narrowly define "sex" as sexual behavior between men and women, and use this as an excuse to think that it is not easy to tell children about things in the house of men and women; Only a small number of parents extend sex from sexual behavior and physical existence to psychological sex; Nevertheless, there are not many people who realize that sex also exists in society. From this point of view, the narrow understanding of sexuality has undoubtedly become a stumbling block to family sex education, resulting in the narrow content of family sex education.

## **5.2. Other Factors Within the Family**

### **5.2.1. Tense and Unsafe Family Atmosphere**

Atmosphere refers to the atmosphere and mood of people's environment. It is mainly in the family environment that parents form and dominate the family atmosphere and mood when they conduct sex education. A delightful family physical environment and family spiritual environment can form a warm family atmosphere. Montessori believes that "the environment is the most important and appropriate issue in teaching, which is directly related to children's life activities". In family sex education, a suitable environment is also an essential condition for parents to carry out effective sex education for children. A certain learning space, seats suitable for children, and related books are excellent home physical environment. In addition to the family physical environment, a family spiritual environment full of love, freedom and warmth is also crucial. Montessori believes that the reason why a child cannot develop and grow



normally is mainly because he is depressed by adults. Adults think they love children. They take care of and protect children, provide plans for their development. Prevent children from contacting dangerous things and avoid them from being hurt. Treat children according to their individual ideas, and think that this is to provide children with a loving environment. Children who are raised in this environment are either spoiled or forced to grow up under the authority of their parents. Whether children are spoiled or forced to develop under authority, they cannot obtain the correct family education, let alone family sex education. Their sexual development and growth will be tortuous. The development of children's sexual physiology and psychology is the product of the interaction between individual and environment. Children must rely on the communication with the surrounding environment to understand their own body. Gender, understand others, and develop a complete personality. Only in a good family physical and spiritual environment can there be a harmonious family atmosphere, and children's physical and mental development can be beneficial.

### **5.2.2. Unhealthy Parent-child Relationship**

Parent-child relationship is the link between parents and children, which refers to an interpersonal relationship established and developed between children and parents in the process of communication. It is generally believed that family education is an educational activity that takes place in family life, takes parent-child relationship at the center, and aims to cultivate people who need society. It is the influence of the family (mainly parents) of individuals in the process of human socialization. " The parent-child relationship is of great importance. Parent child relationship is everyone's basic interpersonal relationship in the world. It impedes the implementation of family sex education and the development of children's physical and mental health. A good parent-child relationship is equal. This equal relationship is not limited to the age gap between parents and children, nor will it change due to the distinct knowledge of parents and children. The root of children lies in the family, and the socialization of children is carried out to a large extent on the interaction between parents and children. The quality of parent-child relationship determines whether the process of children's socialization is sequential, whether children's body and mind can develop healthily, and whether they can move towards success. Moreover, a good parent-child relationship plays a decisive role in children's understanding of sex, their understanding of self gender, the cultivation of interpersonal skills, and the formation of individuality.

## **6. Research on the Countermeasures of Family Sex Education for Primary School Students**

### **6.1. Improve Parents' Literacy**

#### **6.1.1. Combine Learning and Action to Improve Professional Support**

The combination of learning ability and active ability can improve parents' professional quality of sex education. Interviewee 10 has a high and secondary school education. Like many surveyed parents, she has not received systematic school sex education and knows little about sex. She knows the importance of family sex education. When she encounters problems in the process of family sex education, she checks the information about sex education through mobile phones and books, and then outputs it to her children through continuous learning and absorption. When parents can't correctly respond to their children's confusion about sex, don't use methods such as "cajoling" and "avoiding" to prevaricate their children. First of all, parents should realize that answering questions are very important. Don't trap yourself in a comfortable circle because of your ignorance and laziness and neglect your children's questions. Secondly, take steps to solve the problem by checking relevant books, online search and asking professionals. Finally, collect and sort out information, and purposefully conduct sex education for children according to their individual characteristics. Parents can improve their

professional quality of sex education by taking measures to improve their learning ability and continuous learning.

### **6.1.2. Clear Responsibilities and Correct Attitude**

Parents should fully understand the importance of family and family sex education. The elementary classroom for children is family, and family sex education should be the first. Most parents will entrust the responsibility of sex education to schools and institutions, and believe that schools, professional institutions and teachers are exceptional places and professionals for sex education. Parents should clarify their responsibilities, rectify their attitudes, clarify their status, and do not lose their role in family sex education. Parents are the primary teachers of children and play a key role in their growth. In addition to having children, production and consumption, families must also take on the responsibility of educating the next generation. The responsibility of upbringing is not a solitary task for family members. Every family member should bear the responsibility of upbringing the next generation. Every member of the family has an important impact on the next generation's cognition and development of sex. Fei Xiaotong once said. "the nurturing effect cannot be borne by a woman or a man alone. Having a mother also requires a father.". For example, the role of mother is more about giving emotional warmth to children: caring for their physical and mental health, as well as their clothing, food, housing and transportation, and asking for their warmth; Tell children what love is and teach them to express their joys and sorrows; Give children help in sexual physiology and Psychology... Fathers interact with their children more through game, telling their children what to do and what not to do during the game; teach children the social rules they should abide by, and tell children about sexual diversity. In addition, there are great differences in the ways in which fathers and mothers teach their children. It comes this difference that leads to more gender differences.

## **6.2. Create A Free and Harmonious Family Environment**

### **6.2.1. Creating A Family Atmosphere of Love and Freedom**

Creating a free and comfortable living environment for children. Family environment is the "acquired inheritance" of children, and a suitable physical environment is conducive to the implementation of family sex education. First of all, parents need to create a living space with a neat room layout and elegant and harmonious colors. Not only that, children are required to have their own living and learning space. Children can walk and learn freely in their private space. Not only that, parents also need to respect their children's personal space and protect their privacy from infringement. Secondly, in order for parents and their children to get a clear understanding of sex and have certain "tools" to solve doubts when they encounter doubts, parents should buy some books about sex for learning. Finally, parents should give their children a certain amount of time to learn about sex and let them decide what areas they wish to explore. Only by giving children freedom in time and space and meeting their needs in books can it contribute to the implementation of family sex education.

### **6.2.2. Creating A Harmonious Parent-Child Relationship**

Changing character and increasing communication are conducive to creating a harmonious parent-child relationship. Some people will say that the character of parents has a certain impact on the parent-child relationship. In general, indifferent, authoritative and irritable parents will release their unpleasant emotions into the family, which will bring tension to their children and make their children grow up in a depressed family atmosphere. It is hard to communicate with their children. Even when children have questions about sex, they dare not contact their parents. On the contrary, loving and passionate parents are more likely to accept sexual concepts and knowledge, be more open and democratic to their children, and be easier to establish a satisfactory parent-child relationship with their children. When parents change

their personalities, they should also increase communication with their children, because lack of information is part of the main reasons for parent-child conflict. Effective communication is an essential way to resolve parent-child conflict. Some parents believe that it will be inconvenient to have sex education with their children. Parents can communicate with their children through we chat, phone calls, QQ, letters and other forms. After desensitization through non face-to-face communication, parents can naturally have carnal communication with their children in relaxing activities such as watching TV, walking, eating and so on. Let children experience a harmonious parent-child relationship, create a sense of equality and intimacy between parents and children, contracted the distance with children, and help the implementation of family sex education.

### **6.3. Strengthen School and Social Support for Family Education**

School assistance and social support have helped family sex education to a certain extent. The school's corresponding sex education courses, parents' meetings and training for parents not only complement family sex education, but also constantly remind parents of the importance of family sex education; The correct understanding of sex and gender in society, the popularity of sex related books, and the positive guidance of the media are all conducive to the development of family sex education.

### **6.4. Emancipate the Mind in the Name of Righteousness**

Liberate sex from biological existence. People do not wish to talk talk about sex. They always think that sex is indecent, physiological, and physiological this understanding of sex is incorrect. Sex is sexuality besides sex. Sex is not just a behavior, but also an existence, as all aspects of male or female existence. Sex has not only biological meaning, but also sociological meaning.

Gender equality education is also a key part of family sex education. It requires parents to get rid of gender stereotype, gender discrimination and gender prejudice in traditional cultural concepts and form correct gender awareness through certain educational methods. Parents are the main body of gender equality education at home. They can not only become prominent practitioners of gender equity, but also become disseminators of gender prejudice and gender stereotyping. A correct gender view plays a very important role in the progress of children. Therefore, parents need to eliminate their own gender stereotypes, reflect on gender experience, and overcome gender bias; Translate the correct concept of gender equality into practice, and cultivate children's awareness of gender equality; Let children realize that everyone has value, that gender is equal, and respect the rights of others; Liberate the child's mind and hands from gender solidification, respect and accept their own gender; Know yourself and shape yourself; Avoid spreading and forming new gender prejudices, and enhance the awareness of gender equality in the whole society.

### **6.5. From Isolated Island to Roundabout Island, Promote the Formation of Joint Forces of Family, School and Society**

Home School Co education provides the necessary resultant force for children's sexual development. External support is a mysterious force, which can achieve twice the result with half the effort. When parents have sex education for their children, they will encounter a lot of trouble. Previous knowledge reserves can no longer help them solve this problem. At this time, they often choose to ask others for help. When seeking external support is fruitless, they will give up sex education. How to keep the connection between parents and the outside world and provide peripheral support for family sex education is very important. The most effectual external support for family sex education belongs to school support. First, sex enlightenment education should be put in place in the lower grades of primary school. Considering the physical and mental development of lower grade students, there can be no special sex education courses in the lower grades, and the knowledge about sex can be infiltrated into other courses, while



special sex education courses can be carried out in the higher grades. Second, schools can also organize sex education weeks, or hold lectures once a month or every semester. Class teachers should also pay attention to sex education and hold parent meetings on sex education at least twice a semester. Third, school professionals and head teachers use modern information technology and communication tools such as we chat, forums and QQ to maintain communication with parents and solve the difficulties encountered by parents in sex education.

## 7. Conclusion

To sum up, family education is as important as school education in primary education. Therefore, the implementers of family education should actively solve the problems existing in family education and explore more effective educational methods, so that primary school students can get more attention and love, and promote the all-round progress of primary school students. Believe With the continuous improvement of family education implementers' attention to family education and the continuous innovation of educational ideas and methods, family education is implemented at multiple levels and angles on the basis of improving their own quality, so as to improve the effect of family education and promote the healthy growth of primary school students' body and mind.

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