



Study on the Development of Community Parenting Education in the Perspective of a Learning Society

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Abstract. Parental education, also known as family education, is the education of parents, and belongs to the category of adult education, comprising two aspects: on the one hand, it is the education of individual parents, and on the other hand, it is the specialized education of parents in the upbringing of their children, helping them to become competent parents. Today's society has gradually transformed into a learning society, and society has gradually realized the importance of parenting education, constantly exploring new paths to promote the development of parenting education. Beginning with a good demand study and theoretical publicity work, we call for the construction of a learning society, and set up professional parenting education teams while obtaining relevant institutional support, to help more parents find the right direction on the road to educating their children.

Keywords: parenting; continuing education; family education;

1 INTRODUCTION

Parenting education is known as "two-parent" education in Germany, "parent education" in Russia, and "parenting education" in Taiwan^[6]. In the 1930s, Thomas Gordon, a famous American psychologist, first put forward the concept of parenting education, which is translated as "ParentEducation" or "ParentingEducation". The former emphasizes the roles and responsibilities of parents, while the latter pays more attention to the educational methods and approaches in the education process. Figure 1 shows the relationship between parenting education and other education. Parenting education is the education for parents, which belongs to adult education and consists of two aspects: on the one hand, it is the education for parents to correct their own inappropriate thoughts and habits, and on the other hand, it is the specialized education for parents to raise their children, so as to enable them to have the preliminary knowledge and skills of educating their children, to understand the roles and responsibilities of parents, and to master the scientific and reasonable education of their children. It covers the two major areas of parents' own education and parents' education of their children^[3].

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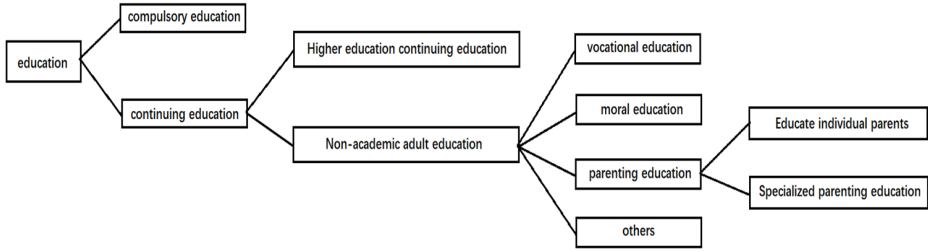


Fig. 1. Schematic diagram of the relationship between parenting education and other education

2 PARENTING EDUCATION STATUS AND PROSPECTS

2.1 Current situation of parenting education development at home and abroad

In earlier years, theoretical and practical researches on parenting education have been carried out at home and abroad, and a series of results have been achieved [2]. Parents' educational concepts are not only a private family matter, but also concern the quality of the nation [1]. Parenting education in foreign countries started earlier, the United States began a vigorous parenting education program in the 1950s. They developed the "Parental Behavior Scale" and set up the Parenting Institute to measure the parenting education level of parents. In Germany, society has developed "life assistance" and set up couples' seminars, mothers' schools and parents' schools. In Japan, they set up civic centers, parent-child centers, etc. [9] In Taiwan, each organization has its own duties to carry out parenting education work. Since the reform and opening-up of the mainland, parent schools have also gained a certain degree of development, which has contributed to the improvement of the level of parenting education, but this is still far from being able to meet the needs of society [4].

2.2 Problems and prospects with parenting education in China

Homogenization of family education participation roles. Along with the development of China's contemporary society, the need to implement lifelong parenting education is becoming more and more prominent. As shown in Figure 2 Division of labor in family education in China, it is still mothers who play the main role in family education in 2016, with fathers' share of family education increasing by 1.7% compared to 2015, and the proportion of both parents in charge of education rising by 2.7% compared to 2015. Mothers are more involved in family education than fathers, but raising a child in a family is not the responsibility of one family member, it is an event that both parents should be involved together.

Fragmentation of knowledge acquisition in family education. At present, parents learn about family education in a fragmented rather than a systematic way, and in a

single rather than a diversified way. Most of them learn by purchasing books, watching movies and TV shows, inquiring on the Internet, analyzing examples around them, transferring intergenerational experiences, and being guided by their own values. Parenting education with fragmented contents and no long-term planning has obvious drawbacks, and there is no systematic training on parenting education in the society, schools and families at present, so it is urgent to build a diversified parenting education system.

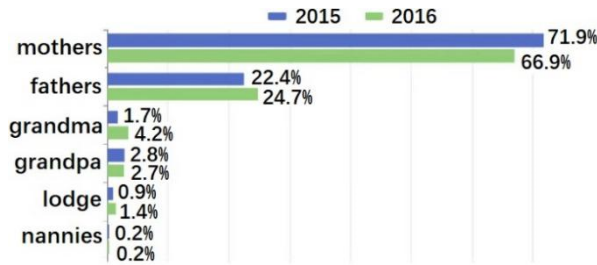


Fig. 2. Division of labor in family education in China

2.3 The need for family education

Cai Yuanpei once said, "The family is the first school of life." Family education is one of the "three pillars" of education, is a great education project, is an eternal subject [5]. Improving the quality of the nation needs to start with family education first. As shown in Figure 3 China Youth Daily Social Survey Center joint questionnaire network had a survey of 2015 respondents, 77.7% of the respondents suggested that family education into the university and pre-marriage stage. Respondents who think incompetent parents are a little too much accounted for 72.3%. Respondents who think that when the parents are necessary to carry out the "pre-service" training of 63.8%. 61.9% of the respondents suggested that the community streets should be more publicize family education to help parents for self-improvement. These can be seen that contemporary youth groups have realized the importance of family education, but there is an obvious gap in the training of family education in contemporary society, resulting in some parents being unable to educate their children.

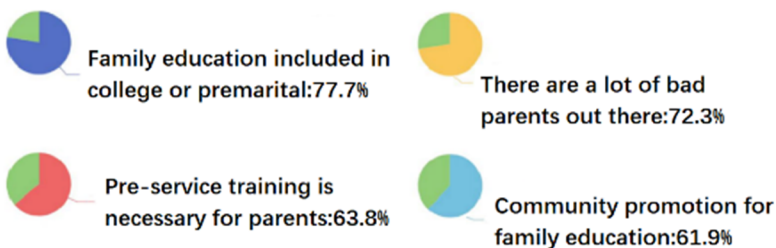


Fig. 3. Survey on Parents' Willingness to Parental Education

2.4 Feasibility of community parenting education

Today's society has been gradually transformed into a learning society [10]. From the results of the research on parents' education methods shown in Figure 4, these can be seen that the parents who participated in the survey generally recognized the education method of "special personalized education", while only 7% of the parents supported the viewpoint of "free development without any special consideration", and some parents supported the viewpoint of "traditional knowledge-based curriculum" and "learning through games and entertainment". Parents are more willing to participate in their children's development rather than leave them to their own devices. The community should and can be a driving force in this "intergenerational revolution", and community parenting education can help fathers and mothers to reform their own backward patterns of family education, which not only corrects the inherent shortcomings of family education, but also helps parents or parents-to-be to acquire a more modern civilization.

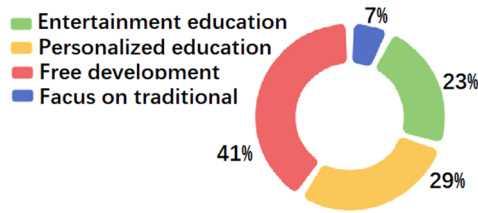


Fig. 4. Research on parenting style

3 NEW PATHS FOR THE DEVELOPMENT OF COMMUNITY PARENTING EDUCATION

3.1 A call for a learning society

The report of the Twentieth Party Congress states: "Promote the digitization of education, and build a learning society and a learning nation with lifelong learning for all." This is a forward-looking and overall important strategic decision made by the CPC Central Committee with Comrade Xi Jinping as the core to innovate the way of education and learning when determining the goal and task of "implementing the strategy of revitalizing the country through science and education and strengthening the support of talents for modernization" in the new era, and insisting that education should be oriented to the modernization, the world, and the future, and the significance of this is very significant and far-reaching. It is of great significance and far-reaching. Learning communities, through the development of flexible and diversified educational activities, provide community residents with ubiquitous learning opportunities and abundant learning resources, so that they can "learn all the time, everywhere, and for everyone" [11]. Carrying out parenting education activities in the community can meet the diversified and personalized parenting learning needs of community residents in raising their children, realizing benign interaction between the community and the individual, and achieving a harmonious coexistence.

3.2 Do a good job of researching needs and publicizing theories

At present, the demand for parenting education in China focuses mainly on families with minor children, and is stage-specific and individualized, with urgent and differentiated needs for parenting education at various stages of pre-school, elementary school and secondary school.

Researching Needs. In the early stage of parenting education, we will do a good job of researching the needs of the public, designing targeted questionnaires, and to tailor-make a coherent and appropriate education model for the parents, which is made up of preschool-primary school-secondary school. As shown in Table 1, parents of different age stages present different characteristics, like parents of the post-80s pay more attention to their children's quality education, while parents of the post-90s are more enthusiastic about new things, and they pay more attention to their children's physical and mental health and the comprehensive development. As shown in Figure 5, parents' parenting anxiety at all ages indicates that the general problem of parents' education for their children at all ages is that they lack patience and are more careless, while the generation gap between parents and their children after the 60s is significant, and the parents after the 90s think that they are not mature enough in the process of family education. Therefore, the way of education guidance to parents should be differentiated and targeted.

Table 1. Parents' Characteristics of Children's Education by Age

Age group of parents	hallmark
post-60s	Traditional, strict, successful in their careers, looking at their children's accomplishments, feeling a generational gap with their children, and planning for their children's future.
post-70s	Mature, social stalwart, higher income, most concerned about school information, happy to communicate with children, democratization of education, high willingness to spend on education.
post-80s	Highly educated, first-generation only child, working hard for their ideals, high acceptance of the Internet, will communicate with each other online when they are confused, busy with work and taking care of their children, but pay attention to quality education.
Post-90s	Perceived as immature as a parent, less concerned about their child's grades, keen on new things, direct, and seeking individuality.

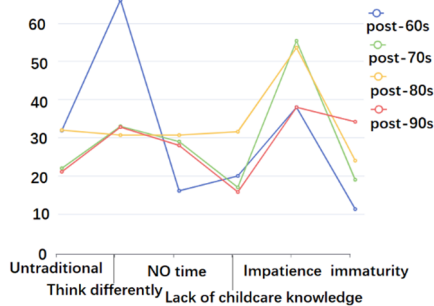


Fig. 5. Parental Anxiety of Parents of All Ages

Publicizing theories. By carrying out various forms of offline parenting education activities in the community to attract more parents in these activities, widely inciting the enthusiasm of parents to participate in them, raising the importance of family education. It gives full play to the role of excellent parents as role models, promotes the sharing of learning and construction among community parent groups, and improves the publicity effect of the scientific theories of parenting education through the continuity and interactivity of learning community learning.

3.3 Access to institutional support

Parenting education conducted by social organizations is sporadic and fragmented, and will grow rapidly if it is supported by a unified system. After the Law of the People's Republic of China on the Promotion of Family Education was formally implemented on January 1, 2022, courts and procuratorates across the country issued the "first" "Order to Accept Guidance on Family Education". Family education has been formally elevated from a traditional "family matter" to a "national matter" in the new era, and a new era of compulsory parental education has begun. China has issued the Five-Year Plan for Guiding the Promotion of Family Education (2021-2025) and has further implemented the Law of the People's Republic of China on the Promotion of Family Education, accelerating the construction of family education guidance services covering both urban and rural areas^[7]. The imbalance in family education has begun to trigger widespread social concern, and parenting education has received more and more attention.

3.4 Formation of a professional parenting team

Parenting education training in China is mainly carried out in the form of sporadic, non-systematic parent-teacher conferences in schools and community lectures on family education, often lacking in relevance, systematization and effectiveness. At present, the degree of professionalization of existing parenting education is relatively low, and the education guidance team composed of "amateur" players adopts a "part-time" mode, so that parents learn only some fragmented theories, making it difficult for them to practically solve the practical problems in raising their children^[12]. As shown in Figure 6, there are obvious differences in parents' participation in programs for children at different stages of development, with kindergarten children more inclined to participate in art programs, while parents of primary and secondary school children are more concerned about participation in subject tutoring programs. Therefore, it is necessary to define the professional standards of parenting education, to coordinate the talent resources in the community. We should hire university researchers specializing in the theory of parenting education to join the professional team of community parenting education, to effectively improve the professional level of parenting education teachers, and inject professional strength into the development of parenting education in the community^[8].

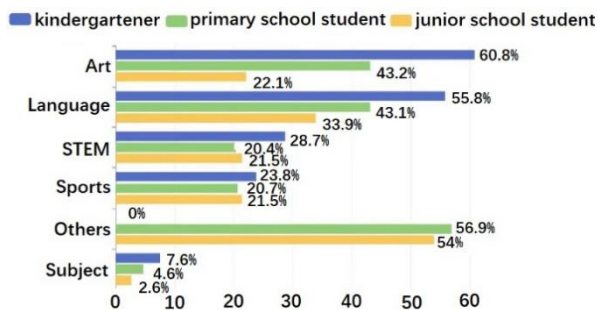


Fig. 6. Survey of parents' participation in their children's courses

4 CONCLUSION

Along with China's contemporary social development, parenting education, which is fragmented in content and without long-term planning, can no longer meet the needs of society, and there is currently no systematic training on parenting education in society, schools or families, so there is an urgent need to build a diversified parenting education system. The development of parenting education should combine the new era, new characteristics and new planning to determine the positioning of family building and family education, and to realize the unique nurturing value contained in family education. In addition, we will continue to explore some new paths for the development of parenting education.

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