

# Investigation and Research on the Current Situation of Professionalization of Family Education Guidance in Kindergartens



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**Abstract:** Kindergarten is not only the first step for children to enter society but also a bridge between families and social educational resources. Through professional educational guidance, kindergartens are not only able to continue and consolidate the family's educational philosophy but also to provide professional support for families and help parents better fulfill their parental responsibilities. Through an in-depth study of the importance of family education in the growth of young children, this paper discusses the role of kindergartens in family education, aiming to build a more complete family education support system, and jointly promote the comprehensive growth of children.

**Keywords:** kindergarten; family education; guidance; specialization

## Introduction

Family education is the primary environment for shaping young children's personalities and cultivating their social behavior and cognitive ability. The family is the initial learning place for children, and parents are the earliest teachers of enlightenment. The moral concepts, behavioral patterns, and cognitive styles that a child draws from in the family often play a decisive role in his or her future learning and life. Therefore, paying attention to and guiding family education is crucial to ensuring the overall healthy growth of young children.

## 1. The Necessity of Professionalizing Family Education Guidance in Kindergartens

With the changes in social structure, the roles and functions of families undergo major adjustments, and the demand for early childhood family education becomes more diverse and complex, professionalized family education guidance can better adapt to this change and provide more comprehensive and scientific support. Early childhood is a critical period of life development, and family education plays a crucial role in shaping children's cognition, emotions,

and behaviors. Through professional education guidance, families can be assisted more effectively in solving problems in education, optimizing the educational environment, improving the quality of education, and ultimately promoting the overall healthy development of young children (Xu, 2022). Professional family education guidance also helps to improve the professionalism of educators, so that they can better understand and respond to the problems in the family, which requires education professionals to have an interdisciplinary knowledge system, able to understand psychology, pedagogy, sociology, and other fields of knowledge, to help families solve educational problems with a more comprehensive perspective. Moreover, society's concern for early education is increasing, and related research is also deepening. In this case, the establishment of a sound professional system of kindergarten family education guidance will help to better transmit the latest research results to families, so that they can guide their children's growth in a more scientific way in practice. Therefore, the necessity of professionalizing kindergarten family education guidance lies in providing more comprehensive and scientific support, better adapting to social changes, and helping families to educate

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more effectively to promote the overall development of young children.

## **2. Survey on the Existing Practice of Family Education Guidance in Kindergartens**

### **2.1. Practical mode of operation of family education guidance**

The mode of operation in the practice of family education guidance in kindergartens in China emphasizes individualization, interactivity, and articulation with school education, to ensure that effective support and guidance are provided to families while promoting the all-round development of young children. For young children of different ages, educational institutions have developed individualized family education guidance programs to meet the needs of children at different stages of development; this program usually includes the design of family education curricula, the organization of parent-child activities, and the provision of family education resources. Family education guidance is often provided in a variety of forms, including parents' meetings, symposiums, lectures, and training courses, which are designed to provide parents with opportunities to interact with education experts, so that they can obtain practical education advice and guidance in the course of their exchanges. In addition, some advanced organizations provide parents with continuous educational resources and interactive spaces through channels such as online platforms or social media so that they can more easily access information and participate in parent-child education activities (Li, 2022). At the same time, the actual mode of operation of family education guidance focuses on the convergence with the goals of kindergarten education, and close communication channels have been established between families and schools to ensure that family education and school education form an organic integration, which includes regular interactive activities between home and school, home visits, as well as information provided by educational institutions about the school curriculum, teaching methodology, and subject knowledge. Finally, the actual mode of operation of home education guidance also focuses on individualized services in response to the differences

between families. By understanding the characteristics, needs, and expectations of each family, educational institutions can provide more precise guidance to help parents better cope with the challenges they encounter in early childhood education (Shao, 2022).

### **2.2. Composition of kindergarten family education instructors**

The family education instructor team usually consists of professionally trained education experts, psychologists, social workers, and teachers with relevant professional knowledge and practical experience, and this diversified composition aims to more comprehensively meet the different levels and needs of family education guidance services (Huang, 2022). First, education experts play a key role in the team, and they usually have relevant professional backgrounds such as education and developmental psychology, and can provide systematic and theoretical guidance. These professionals are responsible for formulating the overall program and designing the curriculum of family education guidance, as well as delivering the latest education concepts and methods to parents through seminars and lectures. Secondly, the participation of psychologists in the team emphasizes the concern for the psychological health of family members, and they can provide targeted psychological counseling to families, answer the psychological problems that parents may encounter during their children's growth, and help them better understand and guide their children's emotional development. Social workers also play an increasingly prominent role in the kindergarten family education guidance team. They are mainly responsible for investigating and understanding the background of families, providing social support, and coordinating resources to solve the social problems that families may face and to ensure the effective implementation of education guidance services. Finally, teachers are an indispensable part of the family education instructor team. As professionals within kindergartens, they can provide parents with specific, practical guidance suggestions through their observations of students' behavior and learning, and organically combine school education with family education to form an

effective parenting synergy. The composition of the kindergarten family education instructor team is diversified and specialized, and through collaborative cooperation, it can better provide comprehensive and personalized education guidance services for families and promote the overall development of children, which reflects the comprehensive and scientific nature of family education guidance services.

### **2.3. The extent to which family education guidance is integrated into the curriculum**

In early childhood education curricula, especially those involving parent-child interaction, family relationships, and child development, educational institutions have gradually introduced the content of family education guidance, and this integration has enabled parents to learn about and participate in kindergarten educational activities once their children are enrolled in school, forming close cooperation between schools and families. Through the design of the curriculum, the interface between family education and school education is emphasized, and educational institutions strive to bring the content of the curriculum close to the reality of family life, focusing on the cultivation of parents' practical skills in early childhood education, such as how to carry out scientific parent-child communication and how to create a good atmosphere for family education, etc. This focus on the practical characteristics of the practical operation has made the guidance on family education more in line with the actual needs of parents and has improved the practical effect of family education (Liu, 2022). Some kindergartens also invite professionals to conduct systematic training for parents by carrying out specialized family education guidance courses, which not only provide more in-depth and professional knowledge but also provide a platform for parents to learn and communicate, prompting them to better apply the theoretical knowledge they have learned in practice. In the existing practice of kindergarten family education guidance, family education guidance has been actively integrated into the curriculum, and through a variety of forms to provide parents with relevant knowledge and skills, this depth of integration not only helps to promote close cooperation between schools and families, but

also improve the relevance of family education and the actual effect, to provide strong support for the child's overall development.

## **3. Challenges and Difficulties in Professionalizing Family Education Guidance in Kindergartens**

### **3.1. The impact of socio-cultural factors on professionalization**

Socio-cultural factors involve a variety of aspects such as family concepts, values, and educational philosophies, and the complexity and diversity of these factors make the realization of professionalization face a series of difficulties. Traditional family concepts and educational concepts are more conservative, emphasizing parents' autonomy and responsibility for their children's education. Such concepts may lead to parents' resistance to the intervention of external professional organizations in family education, thus affecting the implementation of professionalized services. Under such a cultural atmosphere, how to win the trust of parents and make them willing to accept professional family education guidance has become an urgent problem. The cultural diversity of society also brings challenges to the professionalization of family education guidance. Families in different regions and ethnic groups have different cultural traditions and values, which makes it difficult to achieve a set of standardized professionalization programs applicable to all families, so it is necessary to pay attention to the respect and understanding of cultural differences in the professional services and to tailor the family education guidance services that are more in line with the characteristics of the local culture (Bi, 2022). Socio-cultural factors are also manifested in the recognition and trust of education professionals. In some areas, the demand for family education professionals has not yet been fully recognized, and there are even doubts about their professionalism, so how to improve social awareness of family education professionals and establish a relationship of trust between professionals and families is an important issue in the promotion of specialization.

### **3.2. Challenges brought about by differences in family background**

Differences in family background may lead to

different acceptance of professionalized services by families. Some families with high socioeconomic status and higher education may be more likely to understand and accept professional family education guidance, while families with low socio-economic status and lower education may be skeptical of professionalized services, and such differences may increase social inequality and make the distribution of educational resources uneven. Second, the characteristics of different family backgrounds affect the demand for family education guidance. Families with high education levels may pay more attention to knowledge transfer and cognitive development, while families with low education levels may be more concerned about the development of life skills. Therefore, when designing family education guidance services, it is necessary to provide targeted service content according to the differences in the needs of different family backgrounds. In addition, differences in family backgrounds are also manifested in the educational styles and expectations of families; some families may be more inclined to traditional educational styles, while others may be more focused on open and innovative educational concepts. When providing guidance, education professionals need to flexibly adjust their educational styles according to the differences in family backgrounds so that they are more in line with the expectations and realities of their families (Wang, 2022).

### **3.3. Internal problems and limitations of educational institutions**

Internal management problems of educational institutions affect the effectiveness of specialized services, some kindergartens may have problems such as unclear management levels, insufficient organizational coordination, and poor information sharing, which can lead to irrational distribution of educational resources and constraints on the synergistic advancement of professional services, so establishing a sound internal management mechanism to improve the overall operational efficiency of educational institutions is a necessary step to promote the specialization of family education guidance. The professional level and quality of the teaching staff are also an important

internal issue. Some educational institutions may have a teacher structure that is not reasonable enough and lacks professionalism, which makes the professionalism and relevance weaker when providing family education guidance services. Strengthening the training and upgrading programs of the teaching staff and improving the professionalism and interdisciplinary knowledge of teachers is an important way to improve the quality of the professionalized services (Wang, 2022). In addition, the issue of resource allocation is also an internal difficulty that affects professionalization. Some educational institutions may not be able to provide diversified and comprehensive family education guidance services due to financial and spatial constraints, thus restricting the breadth and depth of the professional services, so there is a need for rational planning in resource allocation to ensure that the human, material and financial resources required for professional services are fully supported.

## **4. Suggestions and Countermeasures for the Professionalization of Family Education Guidance in Kindergartens**

### **4.1. Formulating relevant policies and regulations to support**

To promote the professionalization of family education guidance in kindergartens, the formulation of relevant policies and regulations is a crucial countermeasure. The government can regulate and encourage kindergartens to provide professional family education guidance services through clear regulations, which can cover the qualification and accreditation standards of educational institutions, the construction of professional teaching staff, and the evaluation of the content and service quality of family education guidance, providing clear policy support for family education guidance. Support. In the case of a city's family education service system, for example, the government has issued a policy requiring kindergartens to be included in the scope of family education services, and the government has set up a specialized family education service management agency responsible for formulating the relevant standards and evaluation systems. According to the policy, kindergartens that meet the

requirements can be awarded the Family Education Service Mark and enjoy relevant government support. This policy aims to incentivize and guide educational institutions to provide more professional and higher-quality family education guidance services by clarifying the standards. Secondly, the Government can set up special funds to support kindergartens in providing specialized family education guidance services, and these funds can be used to train teachers, conduct research on family education, and purchase relevant educational resources. The government can also motivate kindergartens to upgrade their professional services by setting up an incentive mechanism. This approach can be used to guide kindergartens to be more proactive in carrying out professionalized family education guidance services through economic and policy means under the policy framework. In practice, the government can set up a special evaluation agency to conduct regular evaluations of kindergartens' family education guidance services and give appropriate rewards or support based on the evaluation results, in this way pushing kindergartens to consciously raise the level of their family education guidance services, to achieve the goal of professionalization. By formulating relevant policies and regulations, the government has provided strong support for the professionalization of family education guidance at the institutional level, provided clear directions for educational institutions, and pushed family education services to better adapt to social changes and meet the needs of families.

#### **4.2. Upgrading teachers' qualifications in family education guidance**

To enhance the professionalization of family education guidance in kindergartens, strengthening the training of family education guidance teachers is an important initiative. For example, a city kindergarten has established a regular training mechanism for family education guidance. Each year, the educational institution organizes psychologists, social workers, and other relevant professionals to carry out systematic and targeted training for family education guidance teachers, which includes aspects such as the psychology of child development, parent-child communication skills, and counseling on

family relationships, to ensure that the guidance teachers maintain a cutting-edge level of professional knowledge and practical skills. The park also focuses on the combination of practice and reflection. During the training courses, professionals guide instructors to study and think deeply and encourage them to apply what they have learned to actual family education guidance and improve their professionalism and problem-solving ability in actual operations through discussions of actual cases and simulated guidance. In addition, the park cooperates with local colleges and professional organizations to establish an internship and exchange platform for family education guidance. This mode of cooperation provides instructors with a wider range of professional resources and practice opportunities, enabling them to exchange experiences and share teaching materials with their peers and to continually improve their professional level. Finally, the park has established a culture of continuous learning, encouraging instructors to delve deeper into the academic field, pay attention to the latest research results, and improve their overall quality by organizing regular seminars and subject salons. This cultural atmosphere makes instructors more motivated to consciously pursue professional growth and promotes the continuous improvement of the level of family education instruction.

#### **4.3. Strengthening the cooperation mechanism between kindergartens and families**

This close cooperation mechanism between kindergartens and families not only helps schools better understand the needs of families but also enables families to be more proactively integrated into their children's education, thus realizing the organic integration of educational resources. Taking a kindergarten in a certain city as an example, it has established regular parent participation activities. In addition to traditional parent-teacher conferences, the kindergarten regularly organizes thematic lectures, parent-child activities, symposiums, and other activities in various forms, and invites professionals and education experts to provide guidance; these activities not only provide parents with opportunities to obtain educational information and guidance but also strengthen the communication and interaction

between families and schools. Secondly, the kindergarten utilizes platforms such as cell phone applications and WeChat groups to timely transmit to parents the school's educational philosophy, curriculum arrangements, and information related to family education guidance, and parents can provide feedback on their children's learning and life at home through these platforms, forming a two-way flow of information between the school and families. In addition, the kindergarten encourages families to participate in the school's curriculum design and practical activities. They invite parents to participate in educational seminars, parent-child handicraft classes, outdoor activities, etc., so that parents can have a more in-depth understanding of the school's educational concepts and curriculum, and through the participation of parents, the school is prompted to more comprehensively take into account the differences in the background of the families and to personalize the family education guidance program. Finally, the school has established a professional family education guidance team, which consists of school education experts, psychological counselors, and family education professionals, and is responsible for providing parents with targeted family education guidance services. In this way, the school can understand the needs of families more professionally, formulate personalized guidance programs, and realize the effective docking between kindergartens and families in terms of educational goals and methods.

### Summarize

In the context of close collaboration between home education and kindergartens, the critical role of this community in the overall growth of young children can be deeply recognized. The close collaboration between families and schools not only provides children with richer learning resources but also creates a favorable environment for their emotional, moral, and social development. Kindergarten is no longer just a transmitter of knowledge, but also a part of the educational community, sharing the sacred mission of nurturing

the next generation with families. Through the close cooperation between family education and kindergarten, teachers can better guide children to grow up healthily and help them spread their wings and fly high in their life journey.

### Conflict of Interest

The author declares that she has no conflicts of interest to this work.

### Acknowledgement

This research was funded by:

This paper is a research project of the School of Education Science of Xianyang Normal University, Investigation and Research on the Professionalization of Family Education Guidance in Kindergarten, Project Code: JKKY202309

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**How to Cite:** Nan, J. (2024). Investigation and research on the current situation of professionalization of family education guidance in kindergartens. *Journal of Global Humanities and Social Sciences*, 05(02), 89–94.  
<https://doi.org/10.61360/BoniGHSS242015740205>