

# Exploration on the Practice of Integrating Family Education Guidance into the Education of College Normal Students

Chunmei Shi<sup>1</sup>

<sup>1</sup> Zhaoqing University, Zhaoqing, Guangdong, China

## ABSTRACT

With the enactment and implementation of the "Family Education Promotion Law", the significance of family education has increasingly become prominent, and family education guidance has become a social hot spot. Normal university students trained by normal colleges and universities are the "main force" in the future education work team, and also the "new force" of future family education guidance professionals. Integrating family education guidance into the education of normal college students not only provides the direction for the reform of normal education in colleges and universities, improves the knowledge and skills of future teachers in the field of family education guidance, but also plays an important role in the popularization and improvement of family education. Through literature review and questionnaire survey, this paper analyzes the status quo and problems of family education in the education of normal college students. The research results show that although the importance of family education guidance has been recognized, the coverage and depth of the curriculum in higher normal colleges are insufficient. In order to cope with this challenge, this study puts forward a series of ways to integrate family education guidance: accelerating the scientific research in family education guidance, developing a curriculum system for family education guidance among normal university students; enhancing the level of teaching and research, and improving the competence of normal university students in family education guidance. Establishing related course standards, adding specialized courses in family education guidance, strengthening practical teaching segments, and promoting the wide dissemination of family education concepts are all essential for enhancing the practical effectiveness of integrating family education guidance into the education of normal university students.

**Keywords:** *Family education guidance, Normal university students' education, Curriculum, Practice.*

## 1. INTRODUCTION

Family education is the cornerstone of all other forms of education and an important factor in shaping a child's outlook on life, values, and worldview. During the thousands of years of development in China, family education has gone through a long process of development. The country is also continuously regulating family education policies, which have gone through four periods: cultivating and developing the seeds, exploring and promoting, laying the foundation and deepening, and regulating legislation. The "Family Education Promotion Law of the People's Republic of China" (Abbreviated as the "Family Education Promotion Law"), promulgated on October 23,

2021, regulates family education in the form of laws. In the "Family Education Promotion Law", it is explicitly stated that higher education institutions are encouraged to offer professional courses in family education, and support normal universities and schools with conditions to strengthen the construction of family education disciplines. [1] Family education has risen to the legal level, and guidance on family education is a catalyst for implementing the "Family Education Promotion Law", as well as an important force in promoting the development of modern family education towards a more scientific and efficient direction. The normal school students trained by higher normal universities are the "main force" in the future education work team, and also the "new

force" of future family education guidance professionals. Integrating family education guidance into college normal students' education in higher education is necessary for the times.

## **2. THE SIGNIFICANCE OF INTEGRATING FAMILY EDUCATION GUIDANCE INTO THE EDUCATION OF COLLEGE NORMAL STUDENTS**

The fundamental purpose of family education guidance is to guide parents to implement the fundamental task of strengthening moral education and cultivating people in the process of cultivating children, and to cultivate socialist talents with comprehensive development of morality, intelligence, physical education, art, and labor. In the practice of continuously deepening education reform, family education has gradually expanded from the private domain to the "public domain". [2] Family education has been brought into the social perspective, rising from individual family behavior to social undertakings, and there is an urgent need for a large number of specialized and systematic family education talents. The integration of family education guidance into the education of college normal students is of great significance to schools, families, and society.

### ***2.1 Integrating Family Education Guidance into the Education of College Normal Students and Cultivating Professional Talents in Family Education Guidance***

With the implementation of the "Family Education Promotion Law" of the People's Republic of China and the implementation of the "double reduction" policy in primary and secondary schools, "family education mentors" have become a new profession. Many institutions have seen the business opportunities behind family education guidance, creating a social atmosphere where family education requires certified professional talents. There are a variety of training programs launched for family education mentors. [3] Family education mentors are still in a hot state in society today. Commercial institutions have seized the "soft spot" of Chinese parental education anxiety, creating a "sense of deficiency", promoting "correct" educational methods, and implanting the image of "competition", [4] attracting many parents to participate in training and certification. However,

disorganized family education and training, with high fees and low quality of training course content, are not conducive to the long-term stable development of education. Professional talents for formal family education guidance are urgently needed.

Family education guidance professionals are interdisciplinary talents who need to possess knowledge in various fields such as education and psychology, and professional knowledge that follows the growth and development of minors. At present, there are very few colleges and universities with family education majors, but there is an urgent demand in society for talent in family education guidance. For college normal students, they have high quality and strong foundation. In the future, when entering the teaching industry, regardless of the subject they teach, they must communicate and connect with their parents, and they are the leaders of future family education guidance. Integrating family education guidance into the education of college normal students, through specialized and systematic family education guidance in universities, can improve the educational literacy of future parents and more conducive to cultivating professional talents in family education guidance.

### ***2.2 Integrating Family Education Guidance into the Education of College Normal Students Being an Inevitable Requirement for Cultivating Primary and Secondary School Teachers in the New Era***

The status of family education in society is increasingly prominent, its importance is deeply rooted in people's hearts, and the continuous evolution of educational concepts has led to profound changes in the demand for primary and secondary education in the new era. The high standard requirements of society for primary and secondary school teachers in the new era are also becoming more prominent. Primary and secondary school teachers are the backbone of carrying out family education guidance work, and family education guidance ability is a hard indicator of professional quality. Higher normal universities in the new era are responsible for cultivating new types of teachers that society needs. Therefore, normal universities have a responsibility and obligation to cultivate new era teachers with professional knowledge in family education that society needs.

Integrating family education guidance into the education of college normal students can enrich the knowledge structure of "prospective teachers". Integrating family education guidance into the education of college normal students is to cultivate specialized knowledge that future teachers should possess, including ontological knowledge, conditional knowledge, and practical knowledge. [5] Ontological knowledge refers to the professional knowledge of education and teaching that normal school students, i.e. future educators, should possess. It is necessary to take students as the center, utilize professional knowledge such as educational psychology and pedagogy, guide parents around the physical and mental development laws and educational development needs of healthy growth and development of students, grasp the "critical period", emphasizing "differences", and highlight "professionalism". Integrating family education into the education of college normal students can help parents establish correct educational concepts and master correct educational methods. Conditional knowledge is a guaranteed knowledge that normal school students should possess in order to be competent in the teaching profession. In the new era, primary and secondary school teachers have a wide range of tasks to handle. Faced with parents from all walks of life, they need to possess corresponding knowledge in sociology, ethics, family studies, and other fields in order to effectively perform their profession in their work. Practical knowledge is the experience and cognition gradually accumulated by teacher trainees in their internship and practical work positions. In practical work, the situation is complex and requires specific problem analysis. Through communication with schools, families, society, communities, and other aspects, practical knowledge is constantly accumulated and enriched, thereby improving one's cognition and level.

After graduating from university and entering the teaching profession, college normal students will become the leaders in family school cooperation and also guide the family education profession. Therefore, integrating family education guidance into the education of college normal students is not only a requirement for the incubation of professional talents in social family education guidance, but also a requirement for the cultivation of professional abilities of college normal students.

### **3. ANALYSIS OF THE CURRENT SITUATION OF INTEGRATING FAMILY EDUCATION GUIDANCE INTO THE EDUCATION OF COLLEGE NORMAL STUDENTS**

The integration of family education guidance into the education of college normal students is still in its early stages. Currently, only a few normal universities such as Beijing Normal University and Northeast Normal University offer undergraduate courses related to family education. The scope of its professional courses is narrow and the degree of integration is not high. This study is based on the integration of family education guidance into normal student education. A questionnaire survey was conducted on more than 350 normal students from a normal university in Guangdong. Through data analysis, the results of integrating family education guidance into normal student education are as follows:

#### ***3.1 Family Education Guidance: Coexistence of Universal Recognition and Knowledge Gap***

For the important force of future family education guidance - college normal students, they generally recognize the role of family education guidance in future teacher work, but their cognition shows a certain lack. The latest data survey has provided people with a clear picture.

##### ***3.1.1 Wide Recognition***

The data reveals that over 90% of the surveyed normal school students agree or strongly agree that learning family education guidance will be beneficial for future teacher roles. A relatively small proportion (less than 3%) of respondents holds opposing views, highlighting the majority's belief that family education guidance plays an important role in the educational career development of normal school students.

##### ***3.1.2 Cognitive Gap***

The mainstream attitude leans towards "unfamiliarity": According to a survey, over 85% of normal school students feel unfamiliar with the concept of family education guidance. Specifically, 42.86% of respondents said "unfamiliarity", and 2.86% of respondents said "very unfamiliarity". Cognitive familiarity is extremely low: Of concern, only 8.57% of respondents stated that they are

"familiar" with the concept, while the number of respondents who are "very familiar" with family education guidance is zero.

From this, it can be seen that although most normal school students support the establishment of professional courses in family education guidance and recognize their importance in educational skill development, there are significant cognitive gaps and uncertainties. From the actual situation, it is necessary to provide detailed explanations and discussions based on the different cognitive levels of students when implementing such courses, ensuring that students can fully understand the importance of family education guidance and make wise choices in the decision-making process. In the long run, reducing cognitive gaps and providing more comprehensive information and guidance will help better meet the expectations and needs of all students.

### 3.2 Family Education Guidance in Curriculum Education for Normal School Students: Contradiction Between High Demand and Lack of Curriculum

In today's education system, family education, as an important component, is increasingly receiving attention and value from society. According to questionnaire data, the vast majority of normal school students (74.29%) firmly believe that family education guidance should be included in the professional courses of normal school students. About a quarter (25.71%) of students said that they should study the course in the form of

professional courses or elective courses, and no student expressed that such courses are not needed. This ordinary supportive attitude means that family education guidance has irreplaceable value for normal school students. With the increasing emphasis on family education in society, the demand for such courses is also becoming increasingly evident. However, the latest data survey seems to reveal a phenomenon that goes against this trend:

The absence of family education guidance topics in the curriculum: Nearly half of the respondents (48.57%) stated that they have little exposure to topics related to family education guidance in the school curriculum. This means that family education guidance, as an important topic, still does not receive sufficient attention and coverage in the current school curriculum.

Some normal school students occasionally come into contact with it: another 31.43% of respondents said that family education guidance related content is occasionally involved in the curriculum, indicating that although some schools and teachers recognize the importance of family education guidance, this understanding has not yet spread to a wider range.

The proportion of students who frequently come into contact with family education guidance topics is relatively low: only 17.14% of respondents stated that they frequently encounter family education guidance related content in the curriculum, while the proportion of respondents who always encounter it is zero, further confirming the low involvement of family education in the curriculum.

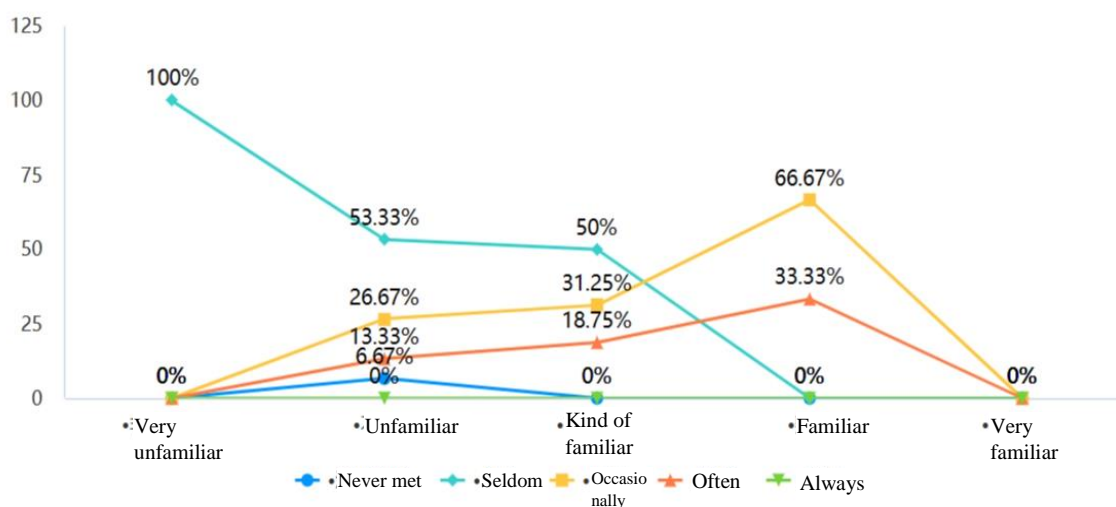


Figure 1 Cross analysis of normal school students' cognition of family education and frequency of course exposure.

In summary, there is a clear correlation between the absence of family education guidance in teacher training courses and the insufficient understanding of family education guidance by normal school students. Faced with the increasing emphasis on family education in society, there is still significant room for improvement in the integration and enhancement of family education guidance in the teacher education system. The current situation emphasizes the necessity of strengthening family education guidance in teacher education, in order to better prepare future teachers for the increasingly complex educational environment.

#### **4. ANALYSIS OF THE REASONS OF FAMILY EDUCATION GUIDANCE BEING DIFFICULT TO INTEGRATE INTO THE EDUCATION OF COLLEGE NORMAL STUDENTS**

According to current research, the degree to which family education guidance is integrated into the education of college normal students is relatively low. Under the policy of strong support from the government for family education guidance, it is still difficult to integrate family education guidance into the education of college normal students. The main reasons are as follows:

##### ***4.1 The Particularity of Family Education Guidance Making It Difficult to Integrate into the Education of College Normal Students***

Family education guidance mainly focuses on the internal aspects of the family, and its content still has a "private domain" nature. Higher education emphasizes elite education and the cultivation of high-quality and high-end professional talents. In the comparison of explicit, public, and collective higher education, family education gives people a feeling of being "unprofessional", "not mainstream", and even "inferior".[6] The special nature of family education guidance hinders its integration into the education of college normal students, specifically manifested as:

##### ***4.1.1 Diversity and Complexity***

Each family has its own uniqueness, including different family backgrounds such as economic status, culture/religion, and family structure, as well

as various family education methods, such as learning styles, educational methods, and different expectations for children, and complex internal family roles, such as the role of parents, the relationship between brothers and sisters in the family of multiple children or only children. Each student comes from a different family background, and behind each individual, there is a unique way of thinking. The dual diversity and complexity of educators and educational objects, coupled with the lagging nature of education, require a long period of polishing in understanding and applying family education guidance.

##### ***4.1.2 Cultural and Social Factors***

Everyone is an independent individual, and different life goals and gender roles lead to different values and beliefs; The complex external environment of social circles, growth environment, society, and media has multiple impacts on individuals.

Faced with the particularity of family education guidance, there is a clear boundary between family and school education, which requires normal school students to dissolve their inner "psychological resistance" emotions. Learning family education guidance must have a wide range of knowledge and strategies, otherwise it can only be a "paper talk".

##### ***4.2 The Weak Resources of Family Education Guidance Hindering Its Integration into the Education of College Normal Students***

The construction of family education majors started relatively late, and in the 1970s and 1980s, higher education only established some related majors. The family education major in China started even later. The Ministry of Education issued a "Notice on Announcing the Filing and Approval Results of Undergraduate Majors in Ordinary Higher Education Institutions in 2022". China Women's College became one of the first ordinary undergraduate colleges in the country to establish this major. From the development process, it can be seen that the construction time of family education major is short, and the degree of integration into colleges and universities is low. The weak construction resources of family education majors also hinder the integration of family education guidance into normal school students.

#### 4.2.1 *Limited Resources*

The first is the shortage of teaching staff; There are only a few professional teachers in family education.[7] The research team in the field of family education is not integrated enough, and the research results are scattered, unable to provide sufficient professional support and scientific basis. The second is the imperfect system; There is no standardized and clear evaluation and assessment mechanism for the cultivation of family education guidance ability and practical ability training of normal school students. The limitations of family education guidance resources limit the opportunities for normal school students to acquire relevant knowledge and skills.

#### 4.2.2 *Low Social Recognition*

Due to the lack of professional organizational support for family education guidance, fragmented and experiential family education guidance methods have become the mainstream form of society; In addition, the practical knowledge of family education guidance lacks standardization and operability, and there are differences in the living backgrounds and learning methods of the creators and users of knowledge. The guidance effect is difficult to quantify, and the practical significance is not easy to highlight.[8] The recognition of family education guidance in society is not high, and as a result, colleges and universities have not given enough attention to the cultivation of family education guidance abilities for normal school students in resource allocation and education plans.

### **5. THE PRACTICAL APPROACH OF INTEGRATING FAMILY EDUCATION GUIDANCE INTO THE EDUCATION OF COLLEGE NORMAL STUDENTS**

In order to improve the quality of education for normal students and ensure the implementation of the "Family Education Promotion Law", combined with the current reality of integrating family education guidance into the education of normal school students, the following implementation methods are proposed:

#### **5.1 *Accelerating the Scientific Research on Family Education Guidance and Constructing a Curriculum System for Family Education Guidance for College Normal Students***

Scientization is a necessary prerequisite for strengthening the cultivation of family education abilities among college normal students. To construct a curriculum system for family education guidance, it is necessary to start with a scientific approach to theoretical laws, research methods, and research objectives. The first is the scientific and systematic guidance theory of family education. The construction of scientific theory needs to be carried out from two aspects: macro and micro. The macro level mainly contains the social perspective, including the common characteristics of social background, social class, and family education; At the micro level, the researchers mainly explore the dynamic and static laws of family education from the perspective of family dimensions, including individual characteristics such as family culture, parent-child relationships, and family ecology. [9] Scientific theories can lead the standardized development of family education guidance from various aspects such as teacher training objectives, training plans, and training programs, establish scientific curriculum standards for family education guidance, and improve the social status of family education guidance. The second is the scientific and standardized research methods. When universities cultivate the ability of family education guidance for normal students, they need to improve their awareness of standing, keep a foothold on the training goals of normal school students, combine with practical family education guidance issues, and establish appropriate curriculum systems according to practical needs. They should also add special courses on family education guidance to enhance the practical guidance ability of normal school students in family education. A scientific curriculum system is the supporting force for enhancing the training of family education guidance ability of normal school students. The last is the scientific and localization of research objectives. Although family education has a long history in China, with the changes in society and people's thinking, traditional guidance on family education can no longer fully solve modern family problems. Therefore, keeping up with the times, learning from each other's strengths and weaknesses, upholding fundamental principles and breaking new ground, drawing on successful

Western family education guidance theories, and establishing a family education guidance theory with Chinese characteristics are the most important research goals of current family education.[10] The scientific research objectives can clarify the cultivation of family education guidance ability for college normal students, which is in line with the demand of society for family education instructors. The scientific development of theoretical laws, research methods, and research objectives can promote the construction of a curriculum system for family education guidance for college normal students.

### ***5.2 Improving the Level of Teaching and Research, and Enhancing the Ability of Family Education Guidance for College Normal Students***

Colleges and universities are the main battlefield for cultivating future family education talents, and college normal students are the main force for guiding future family education. In the cultivation of family education guidance for college normal students, it is necessary to make sufficient preparations. The first is to improve quality and efficiency; For normal colleges and universities that do not offer family education guidance courses, they can first invite external experts and conduct discussions on family education issues to help normal students form a family education guidance concept, and then gradually establish courses. For normal colleges and universities that have already offered family education guidance courses, they should strive for excellence, strengthen teacher training, promote academic exchanges among teachers, improve teacher quality, and improve teaching quality by creating high-quality courses. The second is "resource integration"; Normal colleges and universities with a source of normal school students should vigorously build research teams, build platforms for cultivating the guidance ability of normal school students in family education, encourage teachers to conduct relevant scientific research, and strengthen exchanges and discussions in related disciplines. The schools should fully utilize network resources and educational practice base resources to build a practice platform, adopt the strategy of "bringing in and going out", increase the introduction of family education talents in normal universities, and invite off-campus family education guidance experts to give lectures. They should also encourage on-campus teachers interested in family education guidance to learn relevant advanced experiences

outside of school, solve the problem of shortage of family education guidance personnel, and improve the practical ability of family education guidance for normal school students. The third is "upholding fundamental principles and breaking new ground", relying on modern information technology and big data means to explore excellent traditional family education guidance resources, and create a diversified family education guidance case library related to normal majors that is "online+offline". With the support of modern information and network technology, innovative methods are being developed to promote the integration of family education guidance into the education of college normal students, providing a lifelong learning platform for normal university students to learn family education guidance, and promoting the long-term development of the knowledge system of family education guidance.

Family education is entering a new era, which calls for guidance on family education with practical and social significance. The integration of family education guidance into the education of college normal students is a favorable way to bring family education in the new era into thousands of households, and also a strong guarantee for the implementation of the "Family Education Promotion Law". Not only can it improve the family education literacy of future parents, but it can also provide professional talents for family education service guidance, and enhance the ability of primary and secondary school teachers. By accelerating the scientization of family education and improving the teaching and research abilities of normal students in family education guidance, it is necessary to promote the long-term stable development of family education guidance.

## **6. CONCLUSION**

The era is the mother of thought, and practice is the source of strength. With the implementation of the "Family Education Promotion Law", colleges and universities have the responsibility and opportunity to integrate family education guidance into the curriculum of normal school students, so that they can effectively apply the concepts and methods of family education guidance in their future education positions and do a good job in pre-service education. By constructing and implementing a scientific curriculum system for family education guidance, enhancing practical teaching, and utilizing modern technology reasonably, it is aimed to cultivate the ability of

normal school students to provide guidance on family education, and promote the prosperous development of future family education in society. The deep integration of family education guidance in the education of normal students in universities requires the continuous attention and investment. Only through continuous exploration, research, and innovation can people better promote the development of normal student education, optimize the synergy between family and school education, and serve to cultivate more comprehensive future educators and meet the diverse needs of families, schools, and society.

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