

# Development value, predicament and strategy of family education for preschool children in digital age

Fei LI

Suqian University, Suqian 223800, China

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**Abstract:** With the rapid development of information technology in China, digitization is gradually taking the lead in family education for children before schooling. This article examines the multiple effects of digital technology on preschool children's home education. By analyzing the characteristics of preschool children's family education and its current situation in the digital age, the paper finds the development value of digitization to preschool children's family education. For children aged 3 to 6 years, the integration of digital technology and family education at this stage was pointed out and relevant educational strategies were put forward.

**Key words:** digitization; preschool children; family education; strategy

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## 1 Introduction

Family is one of the most important factors for children's growth. Home education for preschool children is provided by parents (or the elderly in the family, but primarily parents) for the children 3 to 6 years old. *The Guide to Learning and Development for Children Aged 3-6* states that attention should be paid to young children's holistic learning and development, and the way in which children learn based on direct experience in play and daily life should be understood. *The 2019 National Guidelines for Family Education* describes the physical and mental development characteristics of children aged 3-6 and their families. In this period, children develop rapidly, become attached to their parents, and are in a stage of heteronomy and morality. Through the analysis of relevant educational literature, as well as surveys and questionnaires for kindergarten novices, the author believes that currently, parents pay more attention to nutrition and health care and neglect children's imitation of their parents' words and deeds. The report of the 20th Congress of the Communist Party of China proposed "digitalization of education". In the context of the rapid spread of the Internet, the educational concept, educational conditions, educational approaches, educational methods and practices of family education are also influenced by digitalization.

## 2 The impact of digital technology on preschool children's family education

Digital technology has become an integral and important factor in the education ecology, changing and reshaping the modern educational relationship. It is generally believed that digital technology, as the latest form and advanced type of technology, is a technical system based on big data, including the Internet, cloud computing, 3D printing, artificial intelligence and other comprehensive effects [1].

## 2.1 Digitalization of educational information and access

In the acquisition of family education information, parents tend to search for the information on the new media. Due to the lagging speed, insufficient breadth and limited content of traditional media in information dissemination, new media provide parents with a better platform to acquire parenting information and learn parenting knowledge both in breadth and depth [2]. Parents can get educational information through various apps, platforms and even chatting with strangers. Compared with oral transmission from the older generation, which is prone to miscommunication, and time-consuming retrieval of paper media, educational information obtained through digital means is more timely.

In the choice of family education channels, parents can use video calls, voice chat and other media means for parent-child companionship, interaction and education. Although parents attach great importance to parent-child relationship, they are unable to accompany their children due to work or other reasons. With the development of digitalization, parents can try to make up for the lack of parent-child companionship through new media, and increase the length of companionship by using video calls. Facing the problems in the growth of children, parents can not only educate their children through face-to-face communication, but also directly talk to children through digital media.

## 2.2 Selection of digital educational concepts and methods

The educational concept follows the "expert" theory of the platform. Due to the lack of their own educational experience and the confusion of network information, parents are difficult to distinguish and think deeply about the educational information advocated and promoted by some "experts" in the network, and even blindly believe in the opinions of experts who have a lot of praise and good comments. Due to the capture and tracking of big data, the platform will recommend information relevant to parents' "preferences" according to the content that parents often watch or search for, further increasing parents' dependence on the educational information acquisition platforms.

The practice of educational methods relies on new media. Before the emergence of new media, parents wanted to increase parent-child interaction with their children and chose to watch TV with their children, travel with their children, or participate in parent-child activities organized by kindergartens. After the emergence of new media, its powerful entertainment function far exceeds the traditional media, and now the forms of childcare entertainment are more diversified. The use of digital TV and other electronic products facilitates parents and children to watch programs and animations at any time. The promotion of all kinds of online parent-child games has made the parenting games no longer limited to real venues. This has led to more diverse means of enhancing parent-child interaction. Digital media play an important role in parent-child interaction, such as using Tiktok to record the growth process of children or using mobile phone to tell stories. Parents often adopt media means in the process of educating children, such as watching parenting animation.

# **3 The development value of digital technology in preschool children's family education**

Digital technology has multiple impacts on preschool children's family education, and it is beyond doubt that it provides development value for preschool children's family education. Through the above discussion on the impact of digitalization on preschool children's family education, combined with the remarks of many scholars, the following development values can be summarized:

## 3.1 Reversing the traditional concept and promoting the harmonious parent-child relationship

In the network environment, parents are constantly being indoctrinated with the theory of "child centeredness" by various media and parents subtly reverse the traditional concept that parents do everything. Especially under the impact of the development of online shopping, parents only need to search for the corresponding items on the mobile shopping software, and then let their children freely choose among many products. Such a democratic and equal parent-child relationship avoids disputes between elders and younger generations due to operation, and promotes the harmony of

parent-child relationship. At the same time, digital technology helps parents and children increase the interaction time and companionship through video calls, parent-child games, etc., further promoting harmonious development of parent-child relationships.

### 3.2 Attaching importance to preschool education and strengthening the science of education

Under the guidance of policy documents, family education for preschool children has been further emphasized and implemented. New media is one of the participants in the process of policy formulation, which indirectly affects the formulation of preschool education policies mainly through creating public opinion, creating focus events, and stimulating public emotions. Chinese parents, in particular, follow the Party's leadership and the policies to practice educational methods. The intervention of new media has not only accelerated the formation of policy, and promoted the free flow of various alternative plans and suggestions, but also strengthened the interaction between official and non-official groups. Many government departments have opened official Weibo accounts and Wechat public accounts to update relevant work trends in a timely manner and carry out interactions with netizens. Parents obtain information through the Internet at the same time and communicate on relevant issues in order to carry out family education more scientifically [3].

### 3.3 Arousing support for family education

With the development and popularization of information technology, all parties connect and interact through the network to form a systematic and holistic family education guidance and assistance. Information technology is the foundation, and has an impact on the resources, environment, activities, safety, family community, professional development and evaluation of preschool teachers and other elements of preschool education. It embodies the unique characteristics of preschool education informatization in the aspects of education environment construction, education activity design, and multiple evaluation. Family education has been further integrated into the information system, which has been widely concerned and discussed [4].

## **4 The dilemma of family education under the influence of digitalization**

### 4.1 Mixed messages and methods of home education

The Internet is widely accepted by all walks of life, and the concept of family education is also different due to various factors such as education level and economic support. As the main body of family education, parents receive too much information, so that it is difficult to screen and establish the real scientific education concept, and find the appropriate method.

### 4.2 Parents' anxiety is prominent

Due to the gap in educational concepts, methods, and education levels, some parents' anxiety is highlighted on the Internet, and there are "chicken babies" and other behaviors for fear that their children will lose at the starting line. With the development and popularization of online courses, parents choose to enroll their children in a variety of classes for more diversified courses and information. However, most parents have limited knowledge, resulting in information anxiety under the impact of multiple resources. In addition, there are children's nutrition and health anxiety, safety anxiety and so on.

### 4.3 Frequent crisis of confidence

Due to the popularity of the media, all kinds of news floods the Internet, such as the child abuse incident in kindergartens, and parents are reluctant to communicate with kindergartens, kindergarten teachers and early childhood education experts, creating a crisis of trust in educational kindergartens or institutions, hindering external educational exchanges, and resulting in closed family education, which is not conducive to the growth of children.

## 5 Strategies for the plight of preschool children's family education in the digital age

### 5.1 Establishing a screening mechanism

On professional online platforms, it is necessary to strengthen the network monitoring, and the information with disturbing and undesirable orientation should be eradicated in time. In terms of data tracking, we should avoid the push of preference correlation, which leads to a single conception of methodology, and it is necessary to push updated and more scientific educational content to truly help parents understand more comprehensive parenting knowledge. In response to the problem of various and mixed information, the network "expert" speech should be certified and screened by the relevant qualification agencies or teams, so as to provide parents with real ideas to learn.

### 5.2 Information data sinking

Education related information such as education policies, development guidelines, guiding principles, should be truly disseminated to each household. The so-called "experts said" is a kind of fragmented educational information scattered on the Internet to be understood by the general public, while more systematic, comprehensive and scientific outline documents are limited, which requires local kindergartens, communities, governments in various regions to make efforts to timely interpret relevant policy documents to parents or communicate through forms such as parent-teacher conferences. As the development situation is different from place to place, the relevant childcare information needs to be integrated and sunk according to different categories.

### 5.3 Improving the digital lifelong learning system from the perspective of problems and effects

From the perspective of problem orientation, the existing home coordination issues need to be solved by innovative methods; from the perspective of effect orientation, the ultimate goal of digital transformation empowerment is to build a lifelong learning society and form a learning power, which needs inquiry into the high-quality development of China's preschool education in the digital era [5]. To achieve this goal, it is necessary to build a networked, digital, personalized and lifelong education and learning system. As responsible persons of family education, parents are also the beneficiaries of the learning system. In connection with macro and micro elements, all parties need to strive for a sound networked, digital, personalized and lifelong education and learning system.

## 6 Conclusion

The digitalization of preschool children's family education needs us to examine its impact dialectically, identify its development value, dilemma and solution strategy, and help preschool children grow better. From macro environment to micro family, we should conduct in-depth research on family education from a perspective and methods of connectivity, universality, and renewal.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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