

The Influence of Parents' Education Level on Children's Active Learning Quality: The Mediating Role of Family Parenting

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Abstract—In this study, 256 children from a kindergarten in Songjiang District, Shanghai were selected as the research subjects. Questionnaire survey was used to investigate the mediating effect of family rearing style on parents' educational level and children's proactive learning quality. The results show that the quality of proactive learning of children in middle and middle classes develops gradually with age, and middle class is the critical period of development. There is a significant positive correlation between proactive learning quality and parents' education level. There is a significant positive correlation between emotional warm parenting style and proactive learning quality of children. There is a significant negative correlation between rejection parenting style and overprotective parenting style and proactive learning quality of children. The emotional warm parenting style and overprotective parenting style play a completely mediating role between parents' educational level and children's proactive learning quality. Therefore, parents should create a good family education atmosphere and raise children's awareness of the quality of active learning; kindergartens should help parents change their parenting methods and give play to the role of guidance and communication of family education in kindergartens; the government should play a role in guiding and publicizing family education; Facilitate the promotion of family style and the cultivation of active learning quality for family teachers.

Index Terms—The quality of children's active learning, parents' education level, family parenting style.

I. INTRODUCTION

Tutoring and family style construction is not only related to the maintenance of the family and the healthy growth of children and adolescents, but also closely related to national stability and social development. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has attached great importance to the construction of family style and has formed a systematic view of family style [1]. He has repeatedly emphasized that "the future and destiny of the family is closely related to the future and destiny of the country and the nation." The "Decision" adopted by the Fourth Plenary Session of the 19th Central Committee once again emphasized the role of family education and family style in creating a social atmosphere. The "Five-Year Plan for Guiding and Promoting Family Education (2016-2020)" (referred to as

the "Five-year Plan for Family Education"), "Opinions on Deepening the Construction of Family Civilization" and "National Civilized Family Selection Criteria and Selection Methods" were successively released, It all reflects the country's emphasis on the construction of family style. In response to the national call, the Ministry of Education issued the "Guiding Opinions on Strengthening Family Education" (referred to as the "Guiding Opinions"). It is the first time that family education has been presented in the form of an independent document, marking the beginning of the transition from social dominance to government dominance in family education [2]. The document clarifies the important role of family education in children's physical and mental growth [3]. It also clarifies the responsibilities and goals that governments, schools, social organizations and other parties need to bear in family education, thereby promoting family education. Standardization and high-quality development will form a family education guidance service system shared by families, schools, and society. Therefore, the family, school, society and other parties should form a joint work force [4], and the construction of family education and family style needs to be undertaken by multiple subjects [5].

The development of children's proactive learning quality is influenced by age. Initiative is an essential part of children's Approaches to learning. Erikson, a famous American psychologist, put forward the theory of stages of personality development in 1950. He believes that the order in which each stage develops is determined by heredity, but the success of each stage is determined by the environment [6]. The theory emphasizes that every age group has personality development goals to be achieved, and the main development task in early childhood is to help children form a sense of initiative, so as to cultivate their self-confidence and form the quality of initiative learning. In early childhood, children's self-awareness gradually increases, and their learning begins to show the characteristics of initiative, and there are obvious individual differences in the quality of initiative learning [7]. **Therefore, this study puts forward the first research hypothesis: there are age differences in children's proactive learning quality.**

The development of children's active learning quality is affected by the education level of their parents. Family background refers to the social resources owned by students [8]. Parents' education level is an important family background feature that affects the growth and development of children [9]. This variable reflects the characteristics of social structure to some extent [8]. Family investment theory believes that the overall level of learning quality of children with higher family socioeconomic status is significantly

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higher than that of children with lower family socioeconomic status [10]. Parents with higher education levels have more resources and are more willing to consider cultivating children to participate. Academic and social competence activities to promote child development [11]. Studies have shown that family cultural capital significantly predicts differences in children's physical and mental development and school readiness [12], mother's level of education (with at least four years of undergraduate diploma) has a significant positive correlation with the development of children's learning quality [13], and the level of family income has a certain correlation with the development of learning quality [14]. Existing studies have mainly explored the differences in children's learning quality from the family level, such as family education investment, family economy and cultural capital, etc., and family background variables are relatively stable over time in the growth of children [15]. **Therefore, this study puts forward the second research hypothesis: there is a significant positive correlation between parents' education level and the development of children's active learning quality.**

The quality of children's active learning is affected by the way of family parenting. The way of family parenting refers to the sum of the concepts, emotions and behaviors expressed by the parents in the process of raising their children [16]. The famous American psychologist Baumind divides family parenting styles into four types: authoritative, arbitrary, indulgent and neglectful [17]. The Jiang Scholars divide the family parenting style into three dimensions: emotional warmth, rejection and overprotection [18]. Different parenting styles will have varying degrees of impact on children's physical and mental development and personality formation. Studies have shown that family learning is the only factor leading to higher children's learning quality assessment scores [19]. Family parenting styles have a significant predictive effect on children's active learning quality, and there are differences in the impact of parenting methods on children's active learning quality, for example: Under the authoritative parenting style, children show strong independence and good self-confidence, and this parenting style has a positive predictive effect on the quality of active learning [20]; under the authoritarian style, children lack self-confidence and poor learning initiative, and the parenting style has a negative predictive effect on the learning quality of children [16]. Mejia pointed out that when children work with other family members without being forced, they seem to develop initiative, which shows that there is a correlation between parenting styles and children's initiative [21]. These studies show that family parenting styles affect the development of children's active learning quality to a certain extent. **Therefore, this study puts forward the third research hypothesis: there is a significant correlation between the family parenting style and the development of children's active learning quality.**

Studies have pointed out that although there is no best way to raise children, the raising methods with high warmth and low strict control are often related to the healthy development of children [22]. However, these processes may vary depending on the family cultural background [23]. According to the ecological system theory put forward by

Bronfenbrenner, the family belongs to the micro system in human development. This theory emphasizes that there is a two-way influence between children and parents in the family environment [24]. Family parenting methods belong to the elements of the micro-system that children are most directly exposed to. The education level of parents belongs to the outer system, and the elements of the outer system often need to pass through the elements of the micro system to play a role. Therefore, we speculate that the influence of parents' education level on children's active learning quality is mediated by family parenting methods, and related research also supports this idea. Therefore, **this study puts forward the fourth research hypothesis: family parenting styles play a mediating role between parents' educational level and children's active learning qualities.**

Previous studies mainly explored the relationship between learning quality and family parenting styles. At the same time, there are few studies that examine parents' education levels, family education methods, and active learning qualities. Current research that focuses on one aspect of learning quality is also rare. Relatively rare, but initiative is the main developmental belief in the early childhood stage. Therefore, this article takes the children in Songjiang District, Shanghai as an example, explores the internal mechanism between parents' education level, family rearing style and children's active learning quality, and constructs a research framework model (see Fig. 1). It includes: investigating the difference of proactive learning quality of children at different ages; The correlation between different parenting styles and proactive learning quality of children; The mediating role of family upbringing style in the relationship between children's proactive learning quality and parents' education level. From the theoretical level, it makes up for the lack of a sufficient theoretical understanding of the parents' education level, family rearing methods and active learning quality, and provides a new theoretical basis for a deep understanding of how to improve the construction of family style through the family dimension. From a practical level, it provides policy suggestions for improving family education service and guidance system, thus providing reference for improving family education and promoting children's physical and mental health development.

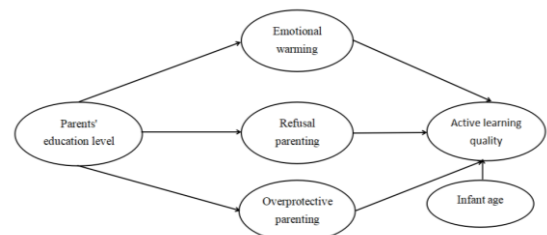


Fig. 1. The theoretical model of this study.

II. MATH

A. Research Object

The research objects selected in this study are young children in large, middle and small classes. Because the quality of children's active learning greatly affects their future learning quality, the family is the main growth environment in the early childhood. It is of great significance to study the

relationship among children's active learning quality, parents' education level, and family rearing styles in this age group. According to the principle of ease of sampling, this study selected children from a kindergarten in Songjiang District, Shanghai as the study subjects, and based on the principle of randomly selecting 16 children in each class, a total of 256 children, of which 64 children in the small class, and 64 children in the middle class There are 96 children and 96 children in the big class, and the ratio of men to women is basically balanced. The teacher of the children under test filled out the "Children's Active Learning Quality Questionnaire". A total of 257 questionnaires were distributed, and 256 were effectively recovered, with an effective recovery rate of 99.6%. In addition, this study also

selected the parents of the tested children to fill in the Questionnaire on Parental Rearing Styles. In this study, a total of 268 questionnaires were distributed, and 256 valid questionnaires were returned. The effective response rate was 95.5%. The two questionnaires finally matched 256 copies. In addition, this study also selected the parents of the children to fill in the "Parenting Style Questionnaire". A total of 268 questionnaires were sent out in this study, and 256 were effectively received with effective recovery of 95.5%. The two questionnaires finally matched 256. See Table I for basic information about the characteristics of young children and their families, and the development of young children.

TABLE I: LIST OF PARTICIPANTS

project	Demographics variable	Frequency (person)	percentage(%)	project	Demographics variable	Frequency (person)	percentage(%)
Child sex	male	125	48.8	Toddler Class	Small class	64	25.0
	Female	131	51.2		Middle shift	96	37.5
Relationship with children	Father	53	20.7		Taipan	96	37.5
	Mother	203	79.3		Below 5000 yuan	17	6.6
parents Education level	High school and below	14	5.5	Annual income (yuan)	50001-100000 yuan	67	26.2
	Junior college	48	18.8		10001-150000 yuan	60	23.4
	Undergraduate	155	60.5		150001-200000 yuan	60	23.4
	Master degree and above	39	15.2		200,000 yuan or more	52	20.3

B. Research Tools

1) Children's active learning quality scale

In this study, the "Key Development Index Evaluation Scale for Preschool Children's Active Learning" compiled by Huo Liyan, Sun Qiangqiang and Chen Yachuan (2017) was used to measure the children's active learning quality. The scale adopts a 3-level scoring method (performance in the first development stage = "1 point"; performance in the second development stage = "2 points"; performance in the third development stage = "3 points"), including active participation, There are five dimensions of active discovery, active exploration, active communication, and active cooperation. Each dimension contains 2 to 3 projects, for a total of 11 projects. In the assessment, the teacher selects the situation that best matches the child's performance in each dimension, and each dimension uses a positive score. The higher the score, the higher the quality of the active learning. The designer of the scale used semi-structured interviews, evaluated by theoretical and teaching experts, and tested by independent samples, and showed that the scores at all stages of development are all above 4, which has good validity and reliability [25].

2) Investigation of family parenting styles

This study adopts the "Simplified Parenting Style Questionnaire" compiled by Jiang Zai, Lu Zhengrong, Jiang

Fujing and Xu Yan (2010). The questionnaire divides the parenting styles into three types: emotional warmth type (parents often encourage children and consider The child's feelings), rejection type (not considering the child's ideas, restraining the child) and overprotective type (too worried about the child). The questionnaire uses a 4-point scoring (0="very non-conforming"; 1="relatively not conforming"; 2="generally conforming"; 3="relatively conforming"; 4="completely conforming"), a total of 21 questions Item, the 15th question uses reverse scoring, the higher the score, the weaker the education method; the other items use the forward scoring, the higher the score, the stronger the education method is. The a coefficient of the Questionnaire on Parental Rearing Patterns used in this test is between 0.74 and 0.84, and the half-to-half reliability is between 0.73 and 0.84. The test-retest reliability after 10 weeks is between 0.70 and 0.81, indicating that the parenting The way questionnaire is reliable [18].

3) Basic information survey of parents

The basic information survey of parents mainly includes parents' gender, occupation, age, education level, etc.; this study takes parents' education level as independent variables, and refers to the classification standards of education levels at home and abroad, and divides parents' education level into "high school and below" ", "College", "Undergraduate", "Master's degree and above" 4 options.

4) Control variables

The control variables include children's subject variables and parents' subject variables, mainly including children's gender, age class, month age and parents' gender, and these variables are statistically controlled in the later analysis.

C. Data Processing

In this study, SPSS24.0 statistical software was used to process and analyze the data. Among them, one-way analysis of variance is used to test the differences in children's active learning quality in terms of age; the multiple comparison test (LSD) is used to further clarify the essence of the differences; the Pearson product-difference correlation analysis and independent sample t-test are used to understand children's initiative. The relationship between learning quality and parents' educational level and family parenting style; use the (Hayes) Process plug-in in SPSS to test the mediation effect to test the mediating role of family parenting style between parents' education level and children's active learning quality.

III. RESULTS

A. The Development of Proactive Learning Quality of Children Shows a Positive Trend with Age

One-way anOVA was used to compare the multiple intelligences of children of different age classes, and the results showed that there were significant age differences in the proactive learning quality of children in the five

dimensions, and the proactive learning quality of children developed with age (see Table II). Further multiple comparison test (LSD) showed that there was a significant difference in the total score of proactive learning quality of children in primary and secondary classes. There are significant differences in active participation, active discovery, active exploration and active communication between small class and big class. There are significant differences in active participation, active discovery, active communication and active cooperation between middle class and small class children. There is no significant difference between middle class and large class. It can be seen that, for children in different age classes, age has different development levels on various dimensions of proactive learning quality (especially between children in primary and middle classes and children in primary and senior classes).

B. Correlation Analysis of Children's Active Learning Quality and Parents' Education Level

Pearson's correlation analysis was carried out on the various dimensions of children's active learning quality and parents' educational level. The results showed that active participation, active discovery, active communication, active cooperation, active total scores were positively correlated with parents' educational level ($P < 0.01$). Active exploration has no correlation with parents' education level ($P > 0.05$). In general, there is a significant positive correlation between the quality of children's active learning and the education level of their parents (see Table III).

TABLE II: DIFFERENCE OF PROACTIVE LEARNING QUALITY OF CHILDREN IN PRIMARY AND SECONDARY CLASSES ($M \pm SD$) ($N=256$)

	Active participation	Active participation	Take the initiative to find	Take the initiative to explore	Active communication	Active cooperation	Active learning quality score
Age class	S1 (n=64)	3.88+1.442	3.39+1.410	5.02+1.972	3.25+1.333	3.17+1.432	18.70+6.902
	S2 (n=96)	4.40+1.365	3.89+1.464	5.54+2.005	3.96+1.421	3.89+1.493	21.67+6.808
	S3 (n=96)	4.53+1.443	4.11+1.435	5.97+2.110	4.01+1.497	3.91+1.452	22.53+7.344
	F	4.378*	4.905**	4.219*	6.368**	5.887**	5.951**
	P	0.014	0.008	0.016	0.002	0.003	0.003
	LSD	S2>S1* S3>S1*	S2>S1* S3>S1*	S2>S1* S3>S1*	S2>S1* S3>S1*	S2>S1* S3>S1*	S2>S1* S3>S1*

Note: * $P < 0.05$, ** $P < 0.01$, the same below.

TABLE III: CORRELATION MATRIX BETWEEN CHILDREN'S ACTIVE LEARNING QUALITY AND PARENTS' EDUCATION LEVEL ($N=256$)

	1	2	3	4	5	6	7
Total score for active learning quality	1	—	—	—	—	—	—
Active participation	0.848**	1	—	—	—	—	—
Active exploration	0.926**	0.702**	1	—	—	—	—
Active discovery	0.924**	0.755**	0.851**	1	—	—	—
Active communication	0.921**	0.726**	0.796**	0.798**	1	—	—
Proactive cooperation	0.909**	0.698**	0.781**	0.780**	0.866**	1	—
Education level	0.189**	0.222**	0.122	0.177**	0.193**	0.166**	1

Note: * $P < 0.05$, ** $P < 0.01$, the same below.

C. Correlation Analysis of Children's Active Learning Quality and Family Parenting Style

It can be seen from Table IV that Pearson's correlation analysis is carried out on the various dimensions of children's active learning quality and family parenting methods. The results show that active participation, active discovery, active exploration, active communication, active

cooperation, active total scores, and emotional warming upbringing methods. Significantly positively correlated ($P < 0.01$); active participation, active discovery, active exploration, active communication, active cooperation, active total scores are significantly negatively correlated with rejection-type family parenting styles and over-protective parenting styles ($P < 0.01$).

TABLE IV: CORRELATION MATRIX BETWEEN CHILDREN'S ACTIVE LEARNING QUALITY AND FAMILY PARENTING STYLE (N=256)

	1	2	3	4	5	6	7	8	9
Active participation	1	—	—	—	—	—	—	—	—
Active discovery	0.755**	1	—	—	—	—	—	—	—
Active exploration	0.702**	0.851**	1	—	—	—	—	—	—
Active communication	0.726**	0.798**	0.796**	1	—	—	—	—	—
Proactive cooperation	0.698**	0.781**	0.783**	0.868**	1	—	—	—	—
Active learning quality total score	0.848**	0.924**	0.926**	0.921**	0.908**	1	—	—	—
Emotional warming	0.420**	0.394**	0.375**	0.391**	0.386**	0.432**	1	—	—
Refusal parenting	-0.327**	-0.249**	-0.242**	-0.246**	-0.205**	-0.278**	-0.313**	1	—
Overprotective parenting	-0.310**	-0.246**	-0.227**	-0.216**	-0.214**	-0.266**	-0.250**	0.360**	1

Note: * $P < 0.05$, ** $P < 0.01$, the same below.

D. Family Parenting Methods Play a Complete Mediating Role between Parents' Educational Level and Children's Active Learning Qualities

Based on the correlation analysis of the main variables, establish a mediating model of family parenting style, parents' education level and active learning quality. The three factors of emotional warming upbringing style, rejection-based upbringing style, and over-protective upbringing style are co-ordinated as intermediary variables.

Parent gender, infant gender, infant month age and infant class are used as control variables, and the dependent variables are respectively invested in active learning quality. In the model of total score and independent variable parent's educational level, the main variables are standardized to test the mediating effect. Using deviation-corrected percentile Bootstrap method, set 5000 iterations, and estimate through 95% confidence interval. If the interval does not contain 0, it means that the mediating effect is significant.

TABLE V: A TEST OF THE MEDIATING EFFECT OF FAMILY PARENTING PATTERNS BETWEEN PARENTS' EDUCATIONAL LEVEL AND CHILDREN'S ACTIVE LEARNING QUALITY

Indirect cteffe	Effect size	Standard error	95% confidence interval	
			Upper limit	Lower limit
Parents' level of education → emotional warming-up style (M1) → children's active learning quality (indirect effect)	0.9528	0.3439	0.4170	1.7828
Parents' educational level → Refusal parenting style (M2) → Children's active learning quality (indirect effect)	0.1579	0.1313	-0.0032	0.5514
Parents' level of education → over-protective parenting style (M3) → children's active learning quality (indirect effect)	0.1819	0.1313	0.0060	0.5464
Total effect	1.8348	0.5933	0.6664	3.0033
Direct effect	0.5423	0.5477	-0.5365	1.6210

As can be seen from Table V and Fig. 2 the total effect value is 1.8348, and the confidence interval (95%CI=[0.6664,3.0033]), excluding 0, indicating that the total effect of parents' education level on children's active learning quality is significant. Parental education level positively predicted emotional warmth parenting style, rejection overprotective parenting style and overprotective parenting style ($\beta=1.8652$, $P < 0.001$; Beta = 0.5374, $P < 0.05$; $\beta=-0.9783$, $P < 0.05$) and children's active learning quality

($\beta= 1.8348$, $P < 0.01$). Emotional warmth parenting style significantly positively predicted children's active learning quality ($\beta= 0.5108$, $P < 0.001$). Rejection parenting style ($\beta=-0.2938$, $P < 0.05$) and overprotective parenting style ($\beta=-0.1860$, $P < 0.05$) significantly negatively predicted children's active learning quality. At this time, the direct effect of parents' education level on children's active learning quality was not significant ($\beta=0.5423$, $P > 0.05$), indicating that emotional warm parenting style and overprotective parenting

style played a full mediating role between parents' education level and children's active learning quality. It can be seen that parents' education level plays a full mediating role in the process of parents' education level affecting learning quality mainly through the dimensions of their emotional warm parenting style and overprotective parenting style.

In addition, the coefficient product method was used to test the mediating effect of rejjigging-parenting style on parents' education level and active learning quality. The results showed that the confidence interval of the product of the front and rear coefficients of the mediating variable was $[-0.0032, 0.5514]$, and the interval contained 0, indicating that the mediating effect did not exist.

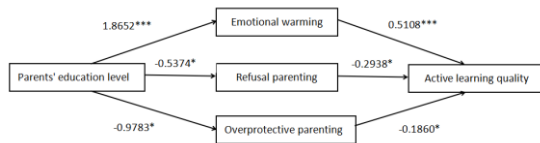


Fig. 2. The intermediary path of family parenting style between parents' educational level and learning quality.

IV. DISCUSSION

First, the study found that the age of children can significantly predict the level of proactive learning quality of children. This study through the multiple comparison was carried out on the children's initiative learning quality inspection, found that children's active participation, active discovery, active exploration initiative, active exchanges, active cooperation and total score of each dimension in different age class present different development levels, and each dimension of significant difference is mainly manifested in the small middle shift between small and large, middle shift and large there is no significant difference. This shows that middle class is a critical period for the development of children's proactive learning quality. The development of children's proactive learning quality gradually improves from small class and tends to be stable after middle class, so the growth rate of big class is small. This is similar to the results of previous studies [26].

Second, the study found that parents' educational level significantly positively predicts proactive learning quality of children. Children's family background can significantly predict the development level of proactive learning quality. There is a significant positive correlation between parents' education level and children's overall initiative level. Specifically, the educational level of parents is significantly positively correlated with the total scores of active participation, active discovery, active communication, active cooperation and active learning quality. Parents' educational level significantly positively predicts children's proactive learning quality, which reflects the positive effect of family cultural capital on children's proactive learning quality. This is consistent with previous studies [27].

Third, the study found that the parenting style can significantly predict the development level of proactive learning quality, to be specific: 1) Affective warm parenting style significantly positively predicts proactive learning quality of children. Type emotional warmth parenting often give children life study and so on various aspects of

encouragement and guidance, and will take into account the child's ideas and intention, therefore, emotional warmth type way to give children full autonomy [28], helps to improve a child's self-worth [29], to inspire children's initiative, make its can have larger space around the active participation and understanding new things, Improve the overall level of initiative learning quality. 2) Rejection parenting style significantly negatively predicted proactive learning quality of children. The rejection parenting style restricts children's daily actions with strict requirements. If children do not meet the expectations of parents, they will be severely criticized, which is not conducive to the healthy growth of children's body and mind. As a result, children are restricted in their actions, prone to social withdrawal [30], and suppress their nature of active exploration of things. 3) Overprotective parenting style significantly negatively predicted proactive learning quality. This may be because parents are over-protective of their children, resulting in their children's lack of initiative in life [31]. Parents often do everything for their children, which may reduce the opportunities for children to participate in various activities. Over time, children will become accustomed to this parenting style, and thus lack confidence, and it is difficult to form an independent personality. This is basically consistent with the results of previous studies [32].

Finally, the study found that the family parenting style plays a completely intermediary role between the parent's education level and the children's active learning quality. According to the ecosystem theory proposed by Bronfenbrenner, the outer system (parental education level) needs the micro system (family) to function indirectly [24]. Parents' educational level mainly indirectly affects children's proactive learning quality through emotional warm parenting style and overprotective parenting style, and plays a completely mediating role. On the one hand, the emotional warmth parenting style plays a completely mediating role in the process of parents' education level affecting children's proactive learning quality. The warmth and understanding parents give to their children can help children establish self-confidence [33], make children willing to take the initiative to understand and participate in new things, stimulate subjective initiative. On the other hand, overprotective parenting plays a completely negative mediating role in the influence of parents' educational level on children's proactive learning quality. Parents' long-term doting and over-protection of their children will lead to the lack of initiative in children's life [31], which is not conducive to the formation of proactive learning quality in children. It's worth noting that previous studies mainly regard parents' education level as a direct factor in learning quality [34], rather than requiring intermediary factors to have an impact. This article concludes that the level of education must influence the quality of active learning through the intermediary factors of family parenting methods.

In addition, this article puts forward some policy recommendations based on the research results. 1) At the family level: create a good family atmosphere for family education and improve children's awareness of the quality of active learning. Parents should actively learn about parenting knowledge by themselves, understand the characteristics of early childhood growth and the development law of active learning quality, conduct targeted family education, cultivate

correct parenting concepts, especially educate their children in an emotional and warm parenting method, and actively participate in the family Educational guidance activities can improve the level of parent education, which is conducive to the cultivation of children's active learning quality. In addition, parents, as the main creators of the family atmosphere, should pay attention to the performance of children's active learning quality in time, and interact with children in a warm and gentle way. 2) Kindergarten level: Help parents change their parenting styles, and play the role of guidance and communication of kindergarten tutors and family traditions. First, actively do a good job in the construction of parent schools. Schools should cooperate with the Ministry of Education to actively build schools for parents and open up the main channels for family education and guidance. Second, implement mutual visits between home and school. Teachers can conduct home visits by communicating with the family in advance, and use the intermediary factors of family parenting methods to improve children's initiative and understand the details of the daily relationship between children and their parents. School visits can realize the interaction between home and school. Parents can observe their children's performance in the kindergarten through open days, parent-child activities and other opportunities, and intuitively understand their children's initiative. Third, diversify the communication mode between home and school. Set up a home-school cooperation committee and include community representatives in the home-school cooperation committee. Only by taking into account the demands of all stakeholders can we better improve the way of education and promote the construction of family traditions. Build a "multimedia" + home-school communication model. Kindergartens and parents can overcome the limitations of time and space through WeChat, QQ, APP, etc., to ensure that parents and teachers can communicate in a timely manner no matter when and where, and understand the situation of their children in the kindergarten and at home. 3) At the social level: the government plays a guiding role, and the community assists the publicity of family education and the cultivation of active learning quality. The government, in conjunction with the Women's Federation and the community, does a good job of propagating family education and family traditions, and at the same time guides the education departments of all regions to undertake the supervision and evaluation of family education. In addition, the government also needs to set up special funds for family education and do a good job in guaranteeing family education guidance funds.

CONFLICT OF INTEREST

The author declares no conflict of interest

AUTHOR CONTRIBUTIONS

Wang Jiafen conducted theoretical research; Zhang Xinyun analyzed the data; Zhang Xinyun and Wang Jiafen completed the paper writing together; all authors approved the final version.

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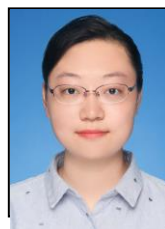
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