

Research on Family Education in the New Era—Family Education for Going Back to the Lifeworld

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Abstract: Family life education is a kind of educational activity based on "family life", which originates from the self-evident nature of family education of "living in family life". By sorting out the concept of family education, the status of family education is clarified, the isomorphism relationship between family life world and family education is clarified, and the road of family education returning to its original family life world is pointed out. This will shift attention to children's inner world, attention to children's personal experience, attention to children's feelings and emotions, and attention to children's way of thinking, so as to create a free living space for children. Through this way of education, we can cultivate children's self-cognition, emotional communication, role playing and interactive cooperation abilities, help parents better understand and cope with various challenges and problems in family life, promote interaction and communication between parents and children, and enhance family cohesion and happiness.

1. Introduction

At present, family education has become a widely concerned social phenomenon. What is family education? how do? why? It has become a problem facing family education in the new era. With the promulgation and implementation of the Family Education Law, family education is even more confused by every family. On the one hand, the family change of school education has brought the invasion, on the other hand, the lost direction of family education has brought hidden pain, causing a variety of family education problems. What direction of family education follows, people need to reflect on family education.

2. The Concept of family education

The educational volume of the Encyclopedia of China explains that "parents or other elderly people consciously and consciously educate their children in the family."^[1]The Great Dictionary of Education defines it as: "The mutual influence and education between family members usually refer to the education of the parents' generations of their children and children."^[1]The so-called family education is the education of their children according to certain standards.^[1]Family education is a daily, planned, and systematic educational influence activity of parents or other elders to children

and adolescents in the family.^[2]

Family education is "parent education, which is a component or branch of the whole education"; family education is a human education practice, which is the educational influence of their children in the process of family interaction."^[1]From the sociological point of view, family education is the process of people with specific family relations. In the common family life, they can improve their own quality through guidance and help, learning, and communication, so as to realize socialization and re-socialization.

3. The Family life world

The family life world is a combination of internal and external family relations composed of family members, and the family life world is a miniature society. The Great Dictionary of Education defines it as: "The mutual influence and education between family members usually refer to the education of the parents' generations of their children and children." In the sense of culture, family education refers to the process in which members with kinship linked by family influence each other in life or reach a common family belief, lifestyle, and family cultural atmosphere in the external social and cultural cognition. In the sense of pedagogy and sociology, family education is the education of parents or elders on their children's survival and life skills, and thus affects or promotes the formation process of their outlook on life, world outlook, and values. We can find out the definition of "life" and "life world" from family education.

"Family is the first school in life", and family is at the same time the first life world of life. We should not ignore the initial perception and feelings brought by the family. All life begins with family life, and family education has become the first education in life. American educator John Dewey said: "education is life", Chinese educator Tao Xingzhi said: "From the connotation of life education is to live to education, with life to education, for the needs of life forward and education. From the relationship between life and education, life determines education. In terms of effectiveness, education can only be powerful through life and become a real education."^[0]Both views together highlight that "life" and "lifeworld" are the fundamental bases of education.

4. The relationship between family life and family education

4.1 Family is the basic place of family education

If the restricted place family education is described as " family education is the education and influence implemented by the parents, namely in the family life, on their children and the young children in the elders of the family life."^[1] Or "family education refers to the education in the family, and refers to the educational function produced by the family environmental factors."^[1]Family education is a family-based educational activity. The so-called family "is a primary social group combined with a certain marriage relationship, blood relationship or adoption relationship."^[1] The family is the smallest unit of society. Family life is a universal form of human life in the world. As a social cell of the family, the education of its children has been deeply dissolved in the process of profound changes in social development. Family education, school education, and social education together constitute the whole education system. Family education is a more specialized form of education, whose content, time, and form are very casual, but it is also an essential education.

4.2 Family life World is the true world of family education

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cultural atmosphere in the external social and cultural cognition. In the sense of pedagogy and sociology, family education is the education of parents or elders on their children's survival and life skills, and thus affects or promotes the formation process of their outlook on life, world outlook, and values. We can find out the definition of "life" and "life world" from family education.

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4.3 The level of the "life world" of family education

We live in the family education of the real world analysis of church education original life world is "in the family members in the living environment of mutual influence and communication and common development process", "its primary purpose is the transmission and continuation of life", "let life healthy growth to adapt to and expand the individual life-world" is the education process. So how to experience the living world on which family education depends? What is the vision that constitutes the whole world of family education and life?

The original creative life world is not only a "world that has nothing to do with the subject as an infinite concept but also a special, historical and formed cognitive attitude." Husserl found in *The Crisis* that "The belief in a world that completely removes perspective and exists for itself can only be created in the transcendence of an all-inclusive, even the subject relevance horizon of non-subjects."^[1]

Pure life-world as the first level of the family education life world, it is also gradually forgotten by us with the historical development. The real-life world, the scientific life world, and the universal life world all have the second level of "advanced giving sex" and "conceptual regulation", called the second level of family education, which is respected by us based on the scientific life world. Heidegger and Marx's attention to "people", and "life" around the "perceptual life" life world is the relationship between thinking mode of philosophical thinking, the life world from opposites back to the understanding of the common face, as a "people" practice and "dependent" people understanding level, as the third level of family education, it integrates the world and people, in human activities to grasp and understand the world, also fully pay attention to human life, is what we want to advocate. The three levels are the whole of our "living world", and family education should take both into account and choose the three levels, and now we want to find the first level of being forgotten.

5. Family education returns to the "living world"

5.1 Pay attention to children's inner world

When family education returns to the living world, we should pay attention to children's inner world. Only by understanding children's inner thoughts and inner needs can children truly return to family education. Otherwise, everything is the will of the parents. How to enter the inner world of children, through experience transfer. The commonality experienced in common experience is not reduced to the individualized field of the intention of the mind, but to the unity of the interactive life that links all these domains together (the reduction of interactive subjectivity)."^[4]Husserl's

"interactive subjectivity" makes it possible to understand the children's inner world and the life world, and although we all come from the children, we still feel that those children act childish because we are "conceptual".

5.1.1 Focus on the child's personal experience

Children's experience of the world is the most authentic, without any color or taste. The child's experiences of "true, good, ugly, evil and beautiful" is based on his judgment and cognition of the "perceptual world around him". In the process of tracking the original experience, people's real experience of life is awakened, and they reflect on and question the validity and rationality of the various cultures, traditions, regulations, theories, rules, and other rules that package themselves, to open the imprisonment of life and see the various possibilities of life. In this way, family education can return to the "life world".

5.1.2 Pay attention to the children's feelings and emotions

Children after experiencing the living world will produce a self-psychological feeling, this feeling may not be correct but it is the most real, the family should feel this feeling, understand the child, understand what the child thinks, and then guide them. When we use the regulatory things to impose on the child, we should first consider what kind of feelings the child will have, standing in the child's point of view to understand. Children sometimes can't think of what seems right to us. When we experience our children's feelings through "interactive subjectivity," then we will find the right solution to present the world to our children in other ways.

5.1.3 Focus on your child's way of thinking

Porter Giyakov, a famous child psychologist in the former Soviet Union, believed that there are two types of child thinking. The first type is to know the connection between the object and them in its essential characteristics; the second type is to recognize the object and the phenomenon as the object content of some activity. These two ways of thinking have the function of reflecting the basic attributes of the objective world and the function of organizing and adjusting children's cognitive experiences.^[5]The main form of children's thinking is concrete image thinking, which gradually transitions to abstract logical thinking. Most of the thinking process is based on the direct perceptual experience obtained from concrete image materials.

5.2 Create a free living space

Porter Giyakov believes that there is no direct perception and direct thinking of the object and that children's understanding of the world is restricted by the social experience and the means of cognitive activities taught by the people around them from the very beginning.^[0]We do not deny that the concept of the world is the pure living world of children, we guide the direction, let children play freely in the living space, imagine, think, and then guide their valuable thought parts according to their cognition, so that we minimize the limitations of children's thoughts, but also pay attention to children's personality thinking and children's inner life world. Make family education a free living space for children.

The creation of children's free living space is a false proposition, it is this false proposition that is worth our reflection on and then obtaining useful value. We can create something with ideas in itself, and it is also a "preset" space that we realize that it removes. Therefore, what we set for children is a world that they can recognize, similar to real life, everything comes from a world of life without any "conceptual rules", fully allow children to feel everything in the world of life

through their own vision, perception, so that he can form his own understanding system under the correct guidance.

6. Conclusion

Family education is a life practice activity, we cannot alienate family education into school education, let alone turn family education into a vassal of school education. Only by deeply understanding the nature and relationship between family education and the family life world can we grasp the true meaning of family education and make family education advance in the right direction in the new era.

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