

Analysis of the Intergenerational Transmission Effect of Education on Children's Psychology

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Abstract

Intergenerational transmission, also known as intergenerational transmission, is a social phenomenon in which psychological traits or related abilities and behaviors are passed on to the next generation through the previous generation. Intergenerational transmission is also called intergenerational transmission. With the improvement of modern living standards, the research on intergenerational transmission has gradually changed from focusing on economy and capital to culture, education, psychology and other spiritual aspects. This paper focuses on the impact of intergenerational transmission on children's psychology in terms of education, and explores the role of intergenerational transmission in children's psychology in terms of age differentiation, value formation by starting from the four aspects of cognitive ability, way of thinking, behavioral control, and emotional experience, and utilizing sampling the educational situation of families in some areas of Anhui Province, and combining with the relevant data from the China Family Tracking Survey (CFPS) to conduct a qualitative study. The study explores the role of intergenerational transmission of education in children's psychological age differentiation, value formation, and adaptive ability, and gives measures to cope with the effect of intergenerational transmission of education from the aspects of improving the level of basic education, improving "bottom-line education", accelerating the pace of transformation from traditional to modern family education, and popularizing the knowledge of psychology.

Keywords

Education Intergenerational Transmission; Child Psychology; Qualitative Research.

1. Context of Intergenerational Transmission of Education

As the only one of the four major ancient civilizations whose culture has not been interrupted, China's civilization has been handed down from primitive society to slave society, and from feudal society to modern society, with education as the main vehicle. After experiencing economic development, scientific and technological progress, and the intermingling of world cultures, the cognition and behavior of individuals have been broadened and diversified on the basis of the original foundation. However, such diversification has not completely neutralized the inherent thought and behavior patterns of individuals, but rather affected their daily lives in a way that is not easy to perceive.

Under the rapid development of the domestic social and economic environment, each generation forms a different worldview in adulthood, and there is a common factor at work in this difference: the intergenerational transmission of education. To make an analogy, the post-80s will be influenced by the post-70s when adapting to adult life, but this influence will be changed little by little when adapting to life in the future, and then this changed influence will have an effect on the post-90s and post-00s. Based on this, this paper, by sampling the education situation of families in some areas of Anhui Province and combining with the relevant data from the China Family Tracking Survey (CFPS) to conduct a qualitative study, explains the

psychological impact of intergenerational transfer of education on children, the consequences of the impact, and the coping strategies in three aspects respectively.

2. The Impact of Educational Generations on Children's Psychology

2.1. Intergenerational Transmission of Education Affects Children's Cognitive Abilities

Cognition is the process by which a person acquires knowledge and applies it, or information processing.[2] The phenomenon of intergenerational transmission in education has a significant impact on the way children process information. The phenomenon of intergenerational transmission of education has a significant impact on the way children process information. This influence works primarily through the social environment that is shaped by long periods of intergenerational education. As far as the two ways of cognitive processing are concerned, in the children's bottom-up processing, the long-term intergenerational educational environment has formed the children's sensory, perceptual, and memory ways of perceiving in the corresponding environment, which leads to the children's subjective adoption of the cognitive ways formed under the intergenerational education when applying the top-down way of information processing, and thus the way of acquiring knowledge or applying knowledge is strongly culturally contextualized, i.e. Individuals' cognitive abilities are influenced by the intergenerational transmission of education.

2.2. Intergenerational Transmission of Education Affects the Way Children Think

Thinking is a generalized and indirect knowledge of objective things achieved by means of language, representations or actions, mainly in activities such as concept formation, problem solving and decision making.[3] Thinking is a generalized and indirect knowledge of objective things realized by means of language or action. In the process of acquiring knowledge of the essential features of objective things, there is an intergenerational educational environment that influences the connotation and extension of children's concept formation. Normally, the connotation of concepts increases and the extension decreases. Conceptualization of children growing up in the educational intergenerational environment continues to follow this pattern, but the difference is in the magnitude of the change in the connotation and extension of concepts.

In Newell and Simon's "problem space," problem solving is the search of the problem space to find a pathway from the initial state of the problem to the goal state. The existence of an educational intergenerational environment, on the other hand, adds the influence of the environment as a medium to children's problem solving. When children engage in problem solving, their state of awareness of all the possibilities of the problem they are solving will change to some extent due to the intergenerational educational environment, and this change will sometimes be reflected in the awareness of the initial and goal states of the problem, and sometimes in the process of awareness of how to transform from the initial state to the goal state.[4].

In behavioral decision-making theory, Simon believes that people are unlikely to achieve "optimal decision-making", but rather seek "satisfactory solutions". For different individuals, due to the constraints of time, energy and other limited resources in decision-making, as well as the influence of the individual's heuristic-based solution, the criteria for "satisfactory solutions" are different, and the existence of intergenerational education increases the uncertainty about the different criteria for "satisfactory solutions". The existence of intergenerational education increases the uncertainty about the different criteria for "satisfactory solutions".

2.3. Intergenerational Transmission of Education Affects Children's Behavioral Control

Environment plays an important role in human behavior. In Bandura's social learning theory, a behavior can be shaped by learning to acquire it through observation[5]. In the four processes of observational learning, the presence of an educational intergenerational environment provides exemplary support for the attentional process, i.e., what kind of role models are learned; in the retention process, the presence of an educational intergenerational environment reinforces role modeled behaviors learned from the attentional process, which in turn makes it more likely that children will engage in imitative behaviors; in the replication process, the child's sense of self-efficacy is affected by the educational intergenerational environment, which affects the likelihood of the child's ability to translate observed behaviors into appropriate behaviors; the motivational process consists of external reinforcement, substitution reinforcement, and motivation. The motivational process consists of external reinforcement, alternative reinforcement and self-reinforcement; due to the presence of the intergenerational educational environment, the encouragement of the child to perform the observed behaviors is positively influenced by the corresponding intergenerational educational environment, which to some extent reinforces certain behaviors of the child, characteristics of which are amplified by the educational intergenerational environment.

2.4. Intergenerational Transmission of Education Affects Children's Emotional Experience

Affect is distinguished from emotion and is mostly used to describe stable, deeply socially significant feelings. It is usually associated with the social needs of human beings and is relatively stable once it arises, and although it is not readily expressed, it has an important moderating effect on human behavior. Generally speaking, emotions are mainly divided into moral, rational and aesthetic feelings[6]. Moral sense belongs to the social-historical category, which is different in different ways. Morality belongs to the category of social history, and in different educational and generational environments, different morals are bred, and thus the subjective experience produced in evaluating human thoughts, intentions and behaviors is different. Sense of reason is the emotional experience that arises when recognizing and evaluating things in intellectual activity, and the magnitude of its effect is related to the individual's existing level of knowledge, learning, and willingness, while the existence of educational intergenerational transfer objectively affects children's emotional experience. The sense of beauty includes the emotional experience of natural phenomena and human creations, as well as the emotional experience caused by the moral qualities and behavioral characteristics of human society, and different educational intergenerational environments contribute to the formation of different aesthetic standards in children, thus reflecting the objective attributes of things, as well as being influenced by the ideological views and values of individuals.

3. Consequences of Intergenerational Impact of Education on Children's Psychology

3.1. Psychological Age Differentiation of Children

Mental age is the age of an individual determined on the basis of the degree of soundness of the individual's mental activity, and its main basis exists in two aspects: first, the individual in the social practice of the development of cognitive, emotional and volitional unity of the process of mental activity, centered on thinking and language; and secondly, the individual constitutes the unique mental organization system of conscious activity.[7] The second is the unique psychological organization system of the individual that constitutes the activity of

consciousness. The existence of the intergenerational educational environment has an impact on the cognitive, emotional and behavioral processes of children's growth, and through the role of environmental mechanisms, children's mental activity processes are different, which leads to the construction of different systems, which makes the psychological age difference of children increase under the role of the intergenerational educational environment.

3.2. Formation of Children's Values

Value as a relationship between the properties of the object that can satisfy the subject and its certain needs, for the subject has a certain positive significance, that is, can satisfy a certain need of people, become the object of people's interest, purpose to pursue the object[8] Values Values, on the other hand, are based on the importance of the object to the subject, and the object is evaluated and chosen. Individual values are influenced by the long-term environment, and for children, if there is a clear phenomenon of intergenerational transmission of education in the environment in which they grow up, the greater the influence of intergenerational transmission of education in the formation of individual values. Until a child is fully integrated into society, his or her values are largely a product of the educational intergenerational environment in which he or she lives.

3.3. Child Adaptability Match

The adaptive capacity of children growing up under the influence of intergenerational transmission of education is limited by the environment in which they live. The more pronounced the phenomenon of intergenerational transmission of education, the more likely it is that there will be a mismatch in the child's initial ability to adapt to the future social life, mainly in the child's initial behaviors of participating in the social life, which are mostly related to his or her intergenerational educational environment, but not necessarily compatible with the social environment, depending on the nature of the phenomenon of intergenerational transmission of education itself in which the individual is living. If the content of the educational intergenerational transmission itself corresponds to the content of the social life to which the individual will be adapted, the individual is better adapted; if not, the individual will take longer to adapt.

4. How to Deal with the Intergenerational Transmission Effect of Education

4.1. Improvement of the Level of Basic Education and Development of an Open Social Culture

Strengthening the construction of China's basic education teaching force requires optimizing the structure of education resource expenditure and improving the overall capacity and quality of China's basic education teachers through "strengthening the peaks and making up for the valleys". By "strengthening the peaks", we mean, firstly, to promote teacher education of high quality and high level, and secondly, to promote the high quality and professional development of the existing teaching force. In the specific implementation, we need to pay attention to the reform of education evaluation, explore the evaluation system of teacher training colleges in line with the law of teacher training, to avoid the phenomenon of "heavy project, light construction", so that every major investment in special projects are used on the knife's edge. The so-called "fill in the valley" is to make up for the short board of teacher education in less developed areas and the construction of basic education teachers in rural areas. At the same time, we should form an open cultural culture in society, and strengthen cultural exchanges and break down cultural regional barriers while singing the main theme.[9].

4.2. Emphasizing "Bottom Line Education" to Foster a Community of Faith

As part of civic education, "bottom-line education" should be emphasized in both schools and families. Schools focus on the social dimension, where individual behavior needs to conform to legal norms, strengthening legal education and clarifying the legal bottom line; families focus on the moral dimension, starting with the details and making it clear that individuals should make bottom-line choices that are adapted to their own actual situation and in line with the basic requirements of society. At the same time, in the face of multiculturalism and the cultural impact of other countries, it is important to foster a community of faith that is harmonious and different, and to sing the main theme of the times, so as to provide citizens with a light to establish their faith.

4.3. Accelerating the Transformation of Traditional Family Education into Modern Family Education in China

With the development of society, traditional family education is gradually changing to modern family education, mainly manifested in the role of parents from educators to co-learners, parents from condescending to equality and democracy, the education pathway from one-way to two-way interaction, and the education method from closed to open.[10] However, in terms of the current situation of domestic education, this change has not yet been realized. However, in terms of the current state of education in China, there are provincial and regional differences, rural and urban differences, etc., which need to accelerate the pace of transformation. With regard to the influence of the family of origin, the lucky ones are cured by their childhood all their lives, while the unfortunate ones are cured by their childhood all their lives, so we need to establish a healthy family of origin environment for children's growth.

4.4. Popularize Psychological Knowledge and Emphasize Mental Health

The development of society is accompanied by an increasing number of psychological problems in individuals, and these psychological problems can seriously develop into social problems. We should popularize the knowledge of psychology and pay attention to mental health, which is not only limited to students in schools, but also companies and parents should strengthen the knowledge of psychology. Therefore, we should promote the normalization of psychological education, improve the mechanism of psychological knowledge learning, so that psychology can be integrated into daily life and become common sense education.

5. Reflections and Conclusion

This paper mainly focuses on the organization of data and information, on the basis of which a field survey was conducted on a small number of families, and there are limitations in the research methodology. In the field research, factors such as unbalanced regional economic development and regional cultural differences were not excluded, and additional variables were not effectively controlled. The scale designed and collected during the research was difficult.

Through a sampling survey on the educational situation of families in some areas of Anhui Province, combined with the relevant research of the China Family Tracking Survey (CFPS), the phenomenon of intergenerational transfer of education was studied in four aspects: cognitive ability, thinking style, behavioral control, and emotional experience, and the intergenerational transfer of education was derived to make the intergenerational transfer of education:

- (1) Increased age differentiation in children's psychology.
- (2) Significant impact on value formation.
- (3) Correlates with the match of children's adaptive capacity.

And the following four recommendations were given:

- (1) Improvement of the level of basic education and development of an open social culture.
- (2) Emphasizing "bottom line education" to foster a community of faith.
- (3) Accelerating the transformation of traditional family education into modern family education in China.
- (4) Popularize psychological knowledge and emphasize mental health.

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