

# Debugging Strategies for Parents' Educational Anxiety in the Transition from Kindergarten to Primary School——Based on the Theory of Mature Forces

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**Abstract:** Due to the rapid growth of the economy and society, the burden of social security has been increasingly escalating, resulting in a continuous rise in parenting stress among certain groups of parents. On one hand, these parents aspire for their young children to grow through play; on the other hand, they are acutely aware that early childhood education constitutes the foundational stage of basic education and serves as the commencement phase of lifelong learning. Thus, they recognize the importance of emphasizing early childhood education. Therefore, preschool education has been given important significance. Parents place particular emphasis on education during this stage. They actively leverage their educational, financial, and social advantages to create favorable educational resources and opportunities for their young children. However, to a certain extent, this exacerbates educational anxiety among a segment of parents. Despite the implementation of various governmental measures, it appears that these initiatives have not fundamentally addressed parental educational anxiety at its root. This study employs interview techniques and literature review methodologies to gain a profound understanding of parental educational anxiety during the transition from early childhood to primary education. By integrating Gesell's Maturation Theory, this research aims to scientifically explicate the developmental patterns of children. Consequently, it endeavors to enable non-professional parents to adopt a "professional" perspective in their approach towards early childhood education.

**Keywords:** early childhood connection, parental education anxiety, mature force theory, suggestion strategy

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## 1 Introduction

In recent years, educational issues have remained a focal point of concern across various sectors of society. At the national level, the 19th National Congress of the Communist Party of China emphasized the commitment to safeguarding and enhancing people's well-being, achieving universal childcare and education, and promoting social equity and justice. Furthermore, the Fifth Plenary Session of the 19th CPC Central Committee articulated the goal of "improving people's quality of life and enhancing social development," highlighting the inherent significance of establishing a high-quality education system within the developmental trajectory of a modernized society (Huang & Wang, 2020). On a practical level, in recent years, issues such as inadequate preschool education and the lack of foundational elements in basic education persist without fundamental resolution. In examining preschool education comprehensively, a series of concerns have surfaced among parents, including worries regarding children's adaptability to their environment, habitual tendencies in parental comparisons, and emotional regulation during homework assistance. These issues have collectively contributed to parental educational anxiety. Concurrently, within society, certain parents possess advantages in terms of family environment, household income, and personal educational attainment. Consequently, they can afford to provide children with higher-quality educational resources. Some research suggests that these children are better equipped to navigate the transition phase from early childhood to primary school more smoothly. However, this inadvertently leads to heightened educational anxiety among another segment of parents who cannot meet these conditions.

At the same time, in order to alleviate the educational anxiety of teachers and parents, the state also put forward the "Opinions on Further Reduce the

burden of student homework and off-campus training in the stage of compulsory education" (hereinafter referred to as "double reduction". Anxiety has eased, but it has not been fundamentally alleviated. How to understand the essential cause of parents' anxiety, why does the problem of parents' anxiety not fundamentally resolved with the introduction of the "double reduction" policy, how can we Parents' educational anxiety? Therefore, this study uses Gisle's mature forces to explain the development of young children in theory, in order to alleviate parents' educational anxiety from the perspective of children's own development.

## 2 Literature review

### 2.1 Parents' educational anxiety

As can be seen from the literature, the domestic research on parents' educational anxiety has different perspectives, some from the perspective of educational groups, and some from the perspective of attribution and attribution methods. According to the object of anxiety, we can describe parents' anxiety as follows: 1) Parents' nervousness, anxiety, anxiety and other emotions caused by whether children's academic performance can reach a certain goal; 2) Parents are worried that they can't give their children good educational support because of their own economic, educational and work problems; 3) Parents are anxious about whether their children can scientifically connect with young children and whether their children can develop good study habits in kindergartens (Chen & Xiao, 2014).

Prior to the introduction of the "double reduction" policy, parents' educational anxiety showed homogeneity, that is, I hope that children can take high points and lay the foundation for promoting high-quality schools. Provide professional support structure. After the "double reduction" policy, parents have educated pressure on both goals and means. One is that education is not in the theory of scores. The test results began to present the hierarchy. For parents who

have always judged the results, for a while, there is no time for a while. An exact measurement standard, at the same time, some social training institutions are forced to close, and the importance of family cultural capital is particularly important at this time. At the same time, some educational slogans or slogans such as "Don't miss the growth of children's growth," Don't let your children lose on the starting line "also brought greater educational anxiety to parents (Fang, 2018). Social phenomena divide parents' educational anxiety into four types. One is the traditional parent anxiety with clear goals and clear means; the other is that the goal is still, and the parental anxiety type with unclear means; the third is that parents with unclear goals and clear means of targets are clearly clear. Anxiety, the fourth type is also the most anxious type, that is, parental anxiety with unclear means and goals. (Duan et al., 2022)

2.2 A brief analysis of the reasons for the educational anxiety of parents who are young and connected.

The irrational parental education-related anxiety not only intensifies the caregivers' own nurturing pressures but also adversely affects the holistic development of children's mental and physical well-being. Through a comprehensive review of pertinent literature, it is discernible that parental anxiety can be elucidated through both intrinsic and extrinsic factors. Intrinsically, these factors encompass irrational expectations concerning children's education, underestimation of children's capabilities, and the habitual tendency of parental comparisons. Extrinsic factors encompass the influence of traditional ideologies, societal environmental influences, and inappropriate educational practices.

(I) *External factors*

Traditional parents adhere to the belief of "learning leads to a prestigious career" or "education paves the way to officialdom." Consequently, they place great emphasis on their children's academic

achievements. The perceived shortcut to achieving excellent academic results lies in attending prestigious schools. It is commonly understood that with a superior learning environment and outstanding grades, better job opportunities will become available. However, with the implementation of policies like the "double reduction" in education, the societal educational landscape compels parents to continuously augment their investments in their children's education. Even though parents allocate significant financial resources, the phenomenon of educational anxiety persists. The transmission of social pressure, just as Budie's cultural reproduction theory emphasizes that education uses culture as an intermediary to realize social reproduction function. For families originally lacking financial resources, parents aspire for their children to transcend social classes through education and personal endeavor. They hope their children can engage in intellectual labor, breaking the cycle of their own hardships. Consequently, parents inadvertently transfer the pressures of education onto their children. Faced with peers boasting certificates, competition wins, and enrollment in various enrichment classes, the fear of falling behind compels parents to seek additional methods to enhance their children's capabilities. The competition for educational resources transforms, in a sense, into a comprehensive struggle among parents for economic, cultural, and networking resources. When parents realize their lack of dominance in these resources, feelings of frustration and anxiety naturally emerge.

(II) *Internal factors*

Some parents face a divergence between their perceptions of children and education. When confronted with the dilemma of whether a child should have a happy childhood or possess specialized skills to adapt to fierce societal competition, certain parents struggle to fundamentally grasp the essence of education. Consequently, they erroneously transform

early childhood education into a determinant of their child's entire life trajectory (Fang, 2018). Another portion of parents lacks a scientific understanding of the transition from early childhood to primary education. Simultaneously, they exhibit misconceptions regarding the natural development of children's abilities. Consequently, they may struggle to make the best choices for their children (Wu, 2021). Some parents also have the problem of excessively underestimated children's ability. They believe that children are young and weak, and many things cannot be completed independently, so parents should do everything. Another part of the children who live in the "greenhouse" are self-care, social exchanges, and cooperation, which have not been effectively stimulated and developed poorly, which undoubtedly increases parents' educational anxiety.

Excessive expectations also lead to the anxiety of parents. According to the theory of expectations, if the expectation is too low, the lower the value of the task, the lower the motivation to complete the task. Failure is easy to bring more heavy frustration. If we were to posit that the contemporary aim of parenting in many households is to cultivate individuals who are more socialized and competitive, then parental expectations regarding their children's participation in competition are often framed in terms of an imperative: win at all costs, not just avoiding defeat but not even accepting a draw (You, 2019). On the other hand, the pressure of competition in society has also increased, and has more talents. Talents who have received high-quality education are more popular among the talent market. Faced with more cruel employment competition pressure, people have pinned more hope in education in education. superior. This competitive mentality of raising children is not calm, but more anxiety.

*(III) The subject of relieving the pressure of parent education*

Amidst the systemic regulation of extracurricular training institutions by the "double reduction" policy,

the resolution of parental educational anxiety during the transition from early childhood to primary education entails two fundamental approaches: firstly, parental adjustment of their own mindset to align with the requirements of the "double reduction" policy; secondly, self-adjustment within the educational institutions themselves. Both aspects are crucial; however, current research predominantly focuses on exploring solutions from the perspectives of social policies and schools, paying less attention to the emotional experiences held by parents during the transition from early childhood to primary education. Despite the pronounced individual differences in these experiences, it is imperative to note that this form of educational anxiety aligns closely with Turgan's notion of "social facts," representing a more genuine reflection of societal individuals. As parents, it is essential to calmly acknowledge the issue of transitioning from early childhood to primary education. However, recognizing the educational responsibility of parents and assuming that parents possess the ability to fill the void in this transition phase are two distinct matters. How many parents have thoroughly studied educational guidelines? How many have familiarized themselves with the curriculum standards of compulsory education stages? The majority of parents likely possess certain expertise within their respective professional domains. Consequently, they may find it challenging to genuinely comprehend the specialized field of transitioning from early childhood to primary education. Parents must confront and acknowledge their educational anxiety. It is crucial to recognize that parental anxiety is not solely induced by financial factors but also stems from a lack of understanding of children's developmental patterns. Mastering scientific and professional knowledge pertaining to child development is a more pertinent concern for parents. Therefore, as parents, adopting a holistic approach in addressing the issue of transitioning from early

childhood to primary education is imperative.

*(IV) Inspiration of preschool education in the theory of mature forces*

The development of individuals is determined by maturity. The mature order depends on the timetable of genetic decisions. Before mature, children are in a state of preparation. The concept of preparedness refers to the process wherein physiological mechanisms transition from an immature state to maturity. Once a child's psychological mechanisms are sufficiently prepared, coupled with appropriate external stimuli, learning will naturally occur. Before preparing, adults should be patiently waiting for children to reach the level of acceptance of future learning. Therefore, in the mature theory of Gessel, it is prepared to be the key to explanation. Children's need for their own needs, when is it prepared to do and when it is clear. Adults should be inspired from children's body. According to the rules of children, they should be educated in accordance with the rules of the child's own laws, instead of forcibly embedding children into a certain idea of individuals.

Gessel's colleague Asi Si once made the following advice to educators: (1) Don't think that your child becomes your responsibility. Don't turn around him at all times. How to educate him. (2) Learn to appreciate the growth of children, observe and enjoy the new facts that appear every week or every month. (3) Respect the actual level of children, and wait patiently when they are not mature. (4) Avoid constantly planning every step of your child's journey, instead, immerse yourself alongside your child in fully experiencing the joy of each stage.

*(V) Research Review*

The academic community generally believes that the connection between young primary schools is the process of actively researching and interactive in the kindergarten and elementary school. Parents' role in it is huge. Parents have a close relationship with the state of the young connection between young

connections. After investigation, Wang HouYu found that there are mainly the following problems in family education: excessively attach importance to the study of cultural knowledge, ignore the comprehensive development of children; incorrect education concepts and unscientific, which leads to parents to reasonably guide children to adapt to changes in the learning environment (Wang, 2012). At present, there are many research on parental anxiety, but most of them are special children and sick children. They also have articles that connect parental anxiety for young children. However, most of the people who are studied are relatively less, and most of them have ignored the adjustment of parental education mentality. The parents' emotions and mentality will have a different degree of impact on the growth of children. Moderate educational anxiety has positive significance. Excessive anxiety will destroy the law of the physical and mental development of children, but it will have a negative impact on children. Based on the relevant literature and in-depth understanding of the parent's education background, this study proposes rationalized educational suggestions to provide validity for parents to do a good job in the connection of young children.

### **3 The research design**

#### **3.1 Research methods**

This paper primarily employs in-depth interviews as a methodology for data collection. It utilizes data organization and analysis to summarize the causes behind parental educational anxiety. Additionally, it merges these identified causes with the child's maturation process, incorporating Gessel's theory of maturation forces to propose corresponding advisory strategies.

*(I) In-depth interview*

The outline of the interview with the theme of the interview outline design is the outline of parents' anxiety related to the theme of the young age: First, please follow the child's educational anxiety in the past year after the child enters the elementary school. How

do parents judge the overall situation of their children in school; third, how parents face the difference between the child's family education goals and the requirements of the school: the fourth is to induce related topics of Lenovo: education expectations, education behavior, education motivation, family environment, learning ability, learning ability, learning ability, School roles, learning subjects, etc.

The data analysis process of the data analysis process includes: first, repeated reading text materials and listening recording, identify the concepts, subjects, events, and theme signs in the interview; second, systematically examine different interview content to clarify specific concepts and The connotation of the proposition, and connect the different versions of the incident into a understanding of all narratives: Third, the more wide tide meaning of the research conclusions, forming a narrative and description: Fourth The reason is explained to build the theoretical elements.

(II) Literature research method

Through searching CNKI for relevant content and understanding Gesell's Theory of Maturation Forces, discerning the causes of parental anxiety, and formulating a corresponding interview outline aimed at the roots of parental anxiety, conducting an analysis through scientific theories to aid parents in alleviating their educational anxieties.

3.2 The purpose and significance of the study

The study aims to analyze the causes of parental anxiety and assist parents in alleviating educational anxiety related to the transition from early childhood to primary education. Targeting parents involved in this transition phase, this research employs Gessel's

theory of maturational forces to scientifically analyze the psychological developmental characteristics of children, aiming to minimize parental anxiety as much as possible.

3.3 Research object

The target sampling involved conducting in-depth interviews with four mothers, each having a child still in the phase of transitioning from early childhood to primary education. All of these mothers were facing the issue of this transition for the first time. Here are the basic profiles of the interviewees:

4 research conclusion

Analysis of the concepts and themes emerging from the interview content reveals three prominent focal points that trigger parental anxiety. These can be categorized into three main areas: anxiety pertaining to a child's adaptability to their environment, anxiety stemming from the habitual comparison among parents, and anxiety regarding a child's academic performance. Each of these three overarching themes comprises multiple sub-themes, contributing to the multifaceted nature of parental concerns..

4.1 Anxious about children's ability to adapt to environmental ability

Children adapt to the school's environmental theme include: disapproval of the educational concept of real schools and education management methods, the disapproval of the education methods of the teacher, and the problems of the problems between themselves and the teachers' communication obstacles.

Parent B: Because I work outside, the children are all grandparents and grandma, and they will not see a large series of We Chat information every time when I get out of work. Can't you talk about

Table 1 The basic situation of four parents and children

Case number	Parent position	Gender	Children in class situation	Interview time
A	Farming	Girl	Average grade	April 7th
B	go out for work	Boy	Score below average	May 1st
C	Teacher	Girl	Great score	May 10th
D	doctor	Boy	-serving as a learning monitor	May 15th

your grandparents when you go to your homework yesterday?

Parent A: The child's teacher called me at night and asked me if I was related to the child's learning situation. Teacher's question.

Parent C: Once my child played with the child of her uncle's family, the two were almost older, so they played better, and then did not do my homework. I called the teacher at that time, but I was also a teacher. I felt that it was understandable that I didn't finish the homework once or twice. It's urgent.

Parent D: My child is a learning member in the class, so many things about learning in the class have to control the learning, so I think this will delay the child's learning. So he was hesitant to communicate with the teacher. I also asked the child's opinion. He said that he didn't want to resign from the position of the learning member, so I didn't say it anymore.

At the same time, parents lack scientific cognition of young children. They not only have deviations on their own ability to understand the existing ability of children, but also lack enough understanding of the mature level of children. It has caused parents' educational anxiety. And the parents who are currently in the state of young are 80 and 90. These groups have a significant characteristic: the education level is generally relatively high, and most of them are only children. Their growth is just a period of reform and opening up, and the rapid development of the country, so education has become more and more valued by all groups. This makes parents have a sense of mission. During the interview, we found that parents want to take care of their children, but because of work, some parents also say that they are most afraid of some of the better children in the class to share their educational experience because that It will only increase your sense of helplessness.

#### 4.2 The anxiety of parents' habitual comparison

For the content of the interview, we can find that the theme of anxiety comparison of parents'

habit includes: comparison of student performance, comparison of specialties, and comparison of living habits.

Parent A: There is still a big gap compared to the children who have worked in the training class. Those children who have taken the training class are obviously better. My child will look very difficult in the first grade. In kindergarten, children rarely write or do not write, but in the first grade, the teacher's requirements for the children's text are high. We are busy coming out of work every day and have to do homework with her. Essence

Parent B: I work outside and see that many children are in various classes, and we are not around him who is taking him. We are afraid he is not as good as others, so he reports to him many classes. Money is also for him.

Parent C: What I am most worried about is the food problem in elementary school. Our children are very picky, so I am afraid that she will not be full in school.

Similar words often appear in parents' mouths, let alone say that primary schools are no longer like our elementary school at that time, I think it is difficult to say that some of the questions in elementary school. It is evident that there exist multiple reasons behind parental concerns. Blindly following societal trends and habitual comparisons not only exacerbate their own educational anxieties but also burden the mental and emotional well-being of their children. It is not difficult to observe that many adults in modern society adopt an overly rushed approach to children's education. Under the pressure of adult impatience, children have little choice but to comply, devoid of the opportunity to experience the pleasures inherent in each developmental stage. The inevitable consequence is an increasing prevalence of psychological issues among children. In such circumstances, without prompt attention, these psychological issues will inevitably escalate into broader societal problems.

### 4.3 Parents' anxiety about their children's learning results

Under the anxiety theme of children's learning results: Parents' expectations for their children's excellent performance, expectations for children's growth process too fast, worrying about the impact of learning results on the future, and the theme of the development of children's learning habits.

Parent A: I usually don't have time to teach my children too much. My child will not be pinyin, no additional or subtraction, nor does it recognize a few words. I think that children do not have a corresponding knowledge reserve for school now, which makes me very anxious.

Parent B: I heard her grandmother said that the child was sick during that time and pulled the lessons for a week. There were a lot of test papers in various subjects and felt a bit unable to keep up.

Parent C: The primary school Pinyin is too fast, and the child is not very angry. I feel that educating other students is more patient than I educate her.

Parent D: Although she became a study member, I saw that many children would learn singing or dancing specialties. I also reported him to art, piano, taekwondo, etc., but he did not persist.

Professor Zhang Guolzhain of East China Normal University believes that The anxiety surrounding parental education constitutes an issue rooted in the comprehension of educational practices and their efficacy. The prevailing misconception lies in the near-obsessive belief that "only the best is truly suitable," thereby disregarding the straightforward principle that "only what is most suitable is indeed the best." (Zhang, 2016) Due to parents' lack of acquired knowledge concerning the regularities of child development, they often underestimate their child's capabilities. At times, they might even express anger when their child fails to meet their expectations, leading the child to display carelessness and inattentiveness. This cycle of worry initiates a

new wave of anxiety, perpetuating a continuous cycle wherein both parents and children find themselves fatigued and constantly strained. As some parents summarize, "Once the child begins primary school, all other activities seem to cease, leaving us feeling disoriented and overwhelmed."

## 5 Suggestions

For several reasons for parental education, we can alleviate the educational anxiety of parents from three aspects such as parents, society and schools.

### 5.1 Parental aspect

*(1) Parents should respect the objective laws of children's maturity*

Childhood constitutes a crucial stage in the commencement of an individual's life journey. Parents play a pivotal role in providing appropriate early educational guidance and support to foster their children's growth. Children are not mere replicas of adults; they are autonomous beings with thoughts, capabilities, and independence. Respecting the natural laws governing children's physical and psychological development is the cornerstone of showing respect for children.

Respecting objective laws does not imply negating the influence of education or the environment, nor does it signify laissez-faire attitudes towards children. According to Gesell, of course, children's growth must learn to control their impulse and cultural requirements. As parents, it's imperative not to solely emphasize cultural objectives, personal educational aspirations, or excessive comparisons, thereby transferring one's own pressures onto children and inadvertently overlooking the objective laws of child development. In the daily process of family upbringing, parents should align their work with the readiness and unique abilities of their children. Children's preparation status and special abilities are coordinated. In the process of parents being driven by social pressure, such as: Parents have ignored the actual development level of their children because

of some of the words of others, and reported their children to various tuition classes. When this situation is encountered, parents should correct their own ideas in time, just like Gesell has made it clear that parents should grow up with their children, pay attention to the development process of adults and children, and the rapid development of the economy and society, so that adults can make adults The desire to not only increase, the victory has become stronger, the requirements for children are too high, and the various requirements of parents do not meet the development of children. As a parent, we must be brave to admit that their children's mediocre, not every child is born to be genius. Various people in the society have their own real value, and cannot degrade the progress brought by any type of people to society.

Gesell believes that The physiological and psychological development of individuals follows certain rules and sequences. Before children reach maturity, excessive education does not lead to premature development. Children adhere to their own maturation trajectories during their growth process. Education primarily serves as a guiding force rather than inducing premature advancements in their development. When the period of this development, as long as the adults give some attention and appropriate support, children will naturally develop. At the same time, parents must know that children's development is critical and periodic. Gris emphasizes the timetable of genetic mechanisms, emphasizes the order of maturity, that is, the periodic of development. In the indicator, he formulated the baby's "behavioral development frequency" and different aging development forms to conduct an objective identification of children (Xue, 2019). Gessel's theory also emphasizes the critical period of children's development, takes into account the stage characteristics of children's development, and carried out activities that meet the maturity of children's maturity in a targeted manner.

Excessive worrying about children's education

issues and reporting various educational tuition classes in advance, the impact on children's education not only allows children to run all day long, lose their childhood fun during the class, but also brings great harm to parents. As parents first recognize the essence of anxiety, explore the scientific parenting system, respect the age characteristics of children, recognize the order, phased, and differences of children's development. The problem is that in daily family education, we must pay attention to combining family characteristics to "localize" knowledge. Combining the characteristics of your own family, forming an educational method suitable for yourself and children. Do not take your educational expectations too much in some training institutions. The true good education should be from life, not "rigid board", "templating", In the training institutions of "commercialization", in the sense of their existence, they can indeed help children learn the corresponding knowledge. Children with learning ability will also be learned slowly, just like the "twin children climbing ladder" experiments made by Gessel. At first, the child may feel that learning is difficult, but when he learned a certain knowledge and the tutoring class, it was In the same way, the brother who climbed the ladder six weeks in advance in the experiment was finally unanimous after 56 weeks. The short -term lead does not represent a lifetime lead. As parents, they should not advocate the "seedlings to promote" education.

### *(II) Learn to appreciate your children*

Many parents always feel that their children are not as good as others, so they will appear "children of others". As parents, they should also learn to accept, observe and appreciate the growth of children. A large part of the reason why parents will have this situation is that there is no difference between young children. Parents always hope that children can gather thousands of advantages. This mentality will not only increase the anxiety of parents, but also make their children feel inferior. Therefore, parents should look

at their children with appreciation. To evaluate their children in multi-dimensional, look at them with development.

Parents have a reasonable understanding of children's physical and mental, intellectual development, knowledge, and skills training through the corresponding children's psychological books (Wu, 2021). Understanding the development of children is sequential, phased, and imbalance. Education should follow the laws of children's psychological development. Do not teach too much knowledge for children too early. All abilities will no longer develop, but to give children a suitable educational stimulus in the critical period, it can promote the development of children's ability. In the later period of educational intervention, it can also promote children's development. Parents should strengthen their scientific understanding, do not listen too much and exaggerate the differences in education activities in different educational stages, and maintain reasonable and positive expectations for children.

*(III) Parents should consciously protect their children's rights*

In contemporary society, the parental desire for their sons to achieve greatness or their daughters to excel has led to a scenario where children are engulfed by supplementary tutoring classes. As adults impose their own pressures onto children, this practice not only contradicts the natural laws governing the normal and mature development of children but also deprives them of the right to experience a joyful childhood.

Gesell believes that the development of children is determined by the internal mechanism of children. Before the child has not reached its own maturity mechanism, it is not only conducive to children's too much knowledge and skills, which is not only not conducive to children at the preschool stage. Cultivating a good learning quality may also make children have "learning emotions" in advance. When children should enjoy happy childhood, they

are surrounded by education. They receive some knowledge teaching prematurely, which is likely to be not conducive to the cultivation of children's learning interest. Excessive parents' educational interference and educational measures only provide children with a more favorable environment than normal development. In fact, they are unable to change the natural maturity of children themselves. The "Education Universalism" view should be questioned by us. Related studies also show that children who have not studied Pinyin and Chinese characters have learned faster and more effective than children who are "elementary school".

Gesell's colleagues have proposed to their parents such an advice: Don't think that what kind of people are the responsibility of their parents. As a parent should not grasp every minute to "educate" their children based on their own educational anxiety, but to allow children to consciously seek their own body balance in accordance with their mature mechanism to adapt to the environment. From this aspect, we can also see that children's development systems, especially their own development system. What parents can do is to discover what children need, and to raise them according to the children's personality characteristics and laws. The laws of children's life. To give children the freedom of the game, satisfy the child's desire to run in the sun, and cannot deprive and ignore the child's freedom.

Give your child freedom and create a suitable educational environment or family atmosphere according to your child's needs. To reduce unnecessary comparisons, you can reduce your anxiety from the root cause. Gesell also believes that each child is unique. This uniqueness is not only reflected in, the difference between children, but also that the genes of human individuals are different. Because of the different genes, the maturity of each individual is mature. The mechanism is also different. From the perspective of genetics, he also explained that the development path of each child is different,

which is not a decisive relationship with what kind of educational resources provided by parents. The blind comparison and enrollment in classes without consideration for the individual differences and interests of each child reflect a lack of discernment among parents. As parents, cultivating a tolerant mindset towards our children essentially means being tolerant of ourselves. Allowing children to experience brief setbacks and learning to encourage and guide them through such moments is, in fact, the best form of education we can provide for them.

## 5.2 Social and school aspects

In addition to overcoming anxiety from their own perspective, the support and help of society and schools can also help them overcome educational anxiety.

### (I) Social aspect

From the perspective of societal discourse, the societal discourse orientation should offer parents positive guidance. Social institutions ought to minimize the exploitation of parental educational anxiety to stimulate educational consumption among parents and children. Instead, they should guide parents to comprehend that life offers numerous starting points and endpoints. If we solely prioritize constantly surpassing "other people's children,"

we risk losing sight of our own children, their individuality, and their natural talents.

### (II) School aspect

As a school, it should also strengthen the concept of prioritizing parental service. Some scholars from a macro perspective point out that one of the significant missions of kindergartens is to achieve the comprehensive and harmonious development of all children in terms of moral, physical, intellectual, and aesthetic aspects, while adequately providing services for parents. The kindergarten does be responsible for the task of "serving parents", but it should be noted that its premise and foundation is to achieve the comprehensive and harmonious development of children, and then serve parents, or to serve parental education with kindergarten education (Deng, 2023a) Essence At the same time, teachers should also strengthen their professional ethics and professional skills. my country's "Professional Standards" clearly puts forward the basic concepts of "children-oriented, teacher ethics first, capable and lifelong learning". The importance of morality and professional ability. (Deng, 2023b) T Teachers can also help parents overcome their educational anxieties by organizing parent-teacher meetings or similar events to impart educational philosophies, policies, and concepts.

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