

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

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## Abstract

This paper mainly studies the impact of intergenerational transmission on children's psychology in education. Starting from the four aspects of cognitive ability, mode of thinking, behavior control and emotional experience, this paper makes a qualitative study by sampling the education situation of families in some areas of Anhui Province and combined with the relevant data of China family tracking survey (CFPS), and discusses the effects of intergenerational transmission of education on children's psychological age differentiation, value formation The role of adaptability matching degree, and puts forward the measures to deal with the intergenerational transmission effect of education from four aspects: improving the level of basic education, improving the "bottom line education", accelerating the transformation from Chinese traditional family education to modern family education, and popularizing psychological knowledge.

## Keywords

Intergenerational Transmission of Education; Child Psychology; Qualitative Research.

## 1. Background of Intergenerational Transmission of Education

Intergenerational transmission, also known as intergenerational transmission, refers to a social phenomenon that is transmitted to the next generation through the psychological characteristics or related abilities and behaviors of the previous generation [1]. As the only uninterrupted culture among the four ancient civilizations, China's civilization has been inherited in the form of education from primitive society to slave society, from feudal society to modern society. After experiencing economic development, scientific and technological progress and the integration of world culture, individual cognition and behavior continue to expand on the original basis, showing a diversified trend, but this diversification does not completely neutralize the inherent thought and behavior mode of the individual, but makes it affect daily life in an imperceptible way.

With the rapid development of domestic social and economic environment, the world outlook formed by each generation in adulthood is different, and this difference has a common factor: intergenerational transmission of education. For example, the post-80s will be affected by the Post-70s when they adapt to adult life, but this influence will change little by little when they adapt to life in the future, so this changed influence will affect the post-90s and post-00s.

Based on this, through the early sampling of the education situation of families in some areas of Anhui Province, and combined with the relevant data of China family tracking survey (CFPS), this paper makes a qualitative research, and explains the psychological impact, consequences and coping strategies of intergenerational transmission of education on children.

## **2. The Impact of Intergenerational Education on Children's Psychology**

### **2.1. Intergenerational Transmission of Education Affects Children's Cognitive Ability**

Cognition is the process of acquiring and applying knowledge, or the process of information processing [2]. The phenomenon of intergenerational transmission of education has an important impact on the way of children's information processing. This influence mainly plays a role through the social environment formed by long-term intergenerational education. As far as the two cognitive processing methods are concerned, in the bottom-up processing method of children, the long-term intergenerational education environment forms the perception mode of children's feeling, perception and memory under the corresponding environment, which leads children to subjectively adopt the cognitive mode formed under intergenerational education when using the top-down information processing method, so that their way of acquiring or applying knowledge has a strong cultural background. That is, the individual's cognitive ability is affected by the intergenerational transmission of education.

### **2.2. Intergenerational Transmission of Education Affects Children's Way of Thinking**

Thinking is a general and indirect understanding of objective things realized by means of language, representation or action, which is mainly reflected in activities such as concept formation, problem solving and decision-making [3]. In the process of children's understanding of the essential characteristics of objective things, the intergenerational environment of education has an impact on the connotation and extension of children's concept formation. Under normal circumstances, the connotation of the concept increases and the extension decreases. The concept formation of children growing up in the intergenerational environment of education still follows this law, but the difference is the change range of concept connotation and extension.

In Newell and Simon's "problem space", problem solving is to search the problem space to find a path from the initial state of the problem to the target state. The existence of educational intergenerational environment increases the impact of the medium of environment on the solution of children's problems. When children solve problems, all possible cognitive states of the problems solved will change to a certain extent due to the intergenerational education environment. This change is sometimes reflected in the understanding of the initial state and target state of the problem, and sometimes in the understanding process of how to transform the initial state into the target state [4].

In behavioral decision theory, Simon believes that people are unlikely to achieve "optimal decision", but seek "satisfactory solution". For different individuals, due to the limitation of time, energy and other resources in decision-making and the influence of individual solutions based on heuristic method, the standards of "satisfactory solution" are different, while the existence of intergenerational education increases the uncertainty of different standards of "satisfactory solution".

### **2.3. Intergenerational Transmission of Education Affects Children's Behavior Control**

Environment plays an important role in human behavior. In Bandura's social learning theory, the shaping of a behavior can be acquired through observation learning [5]. In the four processes of observation and learning, the intergenerational environment of education provides model support for the process of attention, that is, what kind of model to learn; In the process of maintaining, the existence of educational intergenerational environment strengthens the model behavior learned from the process of attention, so that children are more

likely to imitate behavior; In the process of reproduction, children's self-efficacy will be affected by the intergenerational environment of education, which will affect the possibility of children transforming observed behavior into appropriate behavior. The motivation process includes external reinforcement, substitution reinforcement and self reinforcement. Due to the existence of intergenerational education environment, the encouragement of children's observed behaviors will show a positive effect due to their corresponding intergenerational education environment, which will strengthen some children's behaviors to a certain extent, and these behavior characteristics are amplified under the action of educational intergenerational environment.

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

Emotion is different from emotion. It is often used to describe stable and profound feelings of social significance. It is usually associated with people's social needs. Once it comes into being, it is relatively stable. Although it is not easy to reveal, it plays an important role in regulating people's behavior. Generally speaking, emotion is mainly divided into moral sense, sense of reason and aesthetic feeling [6]. Morality belongs to the category of social history. Different morality is bred in different educational intergenerational environments. Therefore, the subjective experience of evaluating people's thoughts, intentions and behaviors is different. Sense of reason is the emotional experience produced when recognizing and evaluating things in intellectual activities. Its role is related to the individual's existing knowledge level, learning and willingness, while the existence of intergenerational transmission of education objectively affects children's emotional experience. Aesthetic feeling includes not only the emotional experience of natural phenomena and human creations, but also the emotional experience caused by the moral quality and behavior characteristics of human society. Different educational intergenerational environments promote children to form different aesthetic standards, which not only reflects the objective attributes of things, but also is affected by personal ideas and values.

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

#### **3.1. Children's Psychological Age Difference**

Psychological age is an individual age determined according to the soundness of individual psychological activities, which is mainly based on two aspects: one is the process of psychological activities developed by individuals in social practice and the unity of cognition, emotion and will with thinking and language as the core; Second, individuals constitute a unique psychological organization system of conscious activities [7]. The existence of educational intergenerational environment has an impact on children's cognition, emotion and behavior in the process of growth. Through the action of environmental mechanism, children's psychological activity processes are different, which leads to different construction systems, and makes children's psychological age differences increase under the action of educational intergenerational environment.

#### **3.2. The Formation of Children's Values**

As a relationship between the attributes of the object that can meet the subject and its needs, value has a certain positive significance for the subject, that is, it can meet people's needs and become the object pursued by people's interests and purposes [8]. Values judge and choose the value of the object on the basis of the importance of the object to the subject. Individual values are affected by the long-term environment. For children, if there is an obvious intergenerational transmission of education in the environment in which they grow up, the greater the impact of

the formation of individual values on the intergenerational transmission of education. Before children fully enter social life, their values are largely the product of their educational intergenerational environment.

### **3.3. Children's Adaptability Matching Degree**

Children who grow up under the influence of intergenerational transmission of education, their adaptability is subject to the individual's environment. The more obvious the phenomenon of intergenerational transmission of education is, the more likely it is for children to match their ability to adapt to future social life in the initial stage. It is mainly reflected in the initial behavior of children participating in social life. These behaviors are mostly related to their educational intergenerational environment, but they do not necessarily match the social environment, which depends on the nature of the phenomenon of intergenerational transmission of education. If the content transmitted by education between generations is consistent with the content of social life that individuals will adapt to, individuals can adapt better. On the contrary, individuals need to take longer to adapt.

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

### **4.1. Improve the Level of Basic Education and form an Open Society**

To strengthen the construction of basic education teachers in China, we need to optimize the expenditure structure of educational resources and improve the ability and quality of basic education teachers through "strengthening the peak and supplementing the valley". The so-called "strong peak" is to promote the high-quality and high-level normal education, and the second is to promote the high-quality and professional development of the existing teachers. In the specific implementation, we need to pay attention to exploring the evaluation system of normal universities in line with the law of normal education through the reform of educational evaluation, so as to avoid the phenomenon of "emphasizing project approval and neglecting construction", and make every major special investment be used on the blade. The so-called "grain supplement" is to supplement the shortcomings of Teacher Education in underdeveloped areas and the construction of basic education teachers in rural areas. At the same time, we should form an open cultural atmosphere in society, strengthen cultural exchanges and break down cultural barriers while singing the main melody.

### **4.2. Pay attention to "Bottom Line Education" and Cultivate Faith community**

As a part of civic education, "bottom line education" should be paid attention to from two aspects: school and family. Schools focus on the social level, individual behavior needs to comply with legal norms, strengthen legal education and clarify the legal bottom line; Families focus on the moral level, starting from the details, and make it clear that individuals should make bottom line choices that adapt to their own actual situation and meet the basic requirements of society. At the same time, in the face of the impact of noumenon multiculturalism and other countries' cultures, we should cultivate a community of beliefs, harmony but difference, sing the main melody of the times, and establish a guiding light for citizens to believe.

### **4.3. Speed up the Transformation of Chinese Traditional Family Education to Modern Family Education**

With the development of society, traditional family education has gradually changed to modern family education, which is mainly reflected in the transformation of the role of parents from educators to common learners, parents from condescending to equal democracy, the transformation of educational approaches from one-way to two-way interaction, and the

transformation of educational methods from closed to open [9]. However, in terms of the current situation of domestic education, there are provincial and regional differences, rural and urban differences in this transformation, and the pace of transformation needs to be accelerated. For the impact of the original family, lucky people are cured by childhood all their life, and unfortunate people are cured by childhood all their life. Therefore, we need to establish a healthy original family environment for children's growth.

#### **4.4. Popularize Psychological Knowledge and Pay Attention to Mental Health**

Social development is accompanied by more and more individual psychological problems, which will seriously develop into social problems. We should popularize psychological knowledge and pay attention to mental health. The object is not limited to students in schools. Companies and parents should strengthen the study of psychological knowledge. Therefore, we should promote the normalization of psychological education, improve the learning mechanism of psychological knowledge, and make psychology enter daily life and become common sense education.

### **5. Conclusion**

This paper mainly focuses on data collation. On this basis, it makes a field survey on a few families, which has limitations in research methods. In the field investigation, the factors such as unbalanced regional economic development and regional cultural differences were not eliminated, and the additional variables were not effectively controlled. It is difficult to design the scale and collect the data during the investigation.

Through the sampling survey of family education in some areas of Anhui Province, combined with the relevant research of China family tracking survey (CFPS), this paper studies the phenomenon of intergenerational transmission of education from four aspects: cognitive ability, mode of thinking, behavior control and emotional experience. It is concluded that intergenerational transmission of education increases children's psychological age differentiation, has a significant impact on the formation of values, and is related to the matching degree of children's adaptability. The paper gives the following four suggestions: improve the level of basic education and form an open social atmosphere; Pay attention to "bottom line education" and cultivate faith community; Speed up the transformation from Chinese traditional family education to modern family education; Popularize psychological knowledge and pay attention to mental health.

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