

# *An Introduction to the Relationship between Family Life and the Development of Life Thinking*

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**Keywords:** Family life, life thinking, family life education

**Abstract:** Family life is a fertile ground for students' growth and healthy development. Life thinking is the process and result of the processing and processing of life and information released by the thinking subject. Family life and the cultivation of life thinking are inextricably linked; family life activities such as housework, family meetings, and family entertainment can effectively promote the development of students' life thinking skills, while the development of students' life thinking skills can also indirectly enhance the well-being of students' family life, forming a counter-push, the two achieve a sustainable relationship. Parents should pay attention to the power of family life education and explore new ways and methods to cultivate students' life thinking jointly with schools and communities.

## **1. Introduction**

With the advancement of urbanization in China, the scale of population mobility is gradually increasing, the sense of family function is weakening, the quality of family life is decreasing, and many challenges are faced. Against this backdrop, bringing education back to family life and focusing on cultivating students' ability to think about life has become a real need for family life education in China today. The cultivation of life thinking has become an increasingly important issue for educational theorists and practitioners and has become a new focus after the cultivation of disciplinary thinking. Therefore, the focus of this article is not on the traditional school context but on identifying the relationship between some elements of the family and the development of life thinking and returning to the concrete "family life". The family is the harbour where we all live, and family life is rich, vivid and accurate, and with the development of social science, its educational significance is increasingly prominent; life thinking, in layperson's terms, is always to think about the situations and problems encountered in life, and is the process and result of processing and processing of life and the information released by the thinking subject (human) [1]. The author believes that "life thinking" is linked to a sense of life and is concerned with the ground and the pursuit of a happy life ability. The article will explore the relationship between family life and the cultivation of life thinking from the following two significant aspects.

## **2. Family Life is the "Fertile Ground" for the Cultivation of Students' Life Thinking**

The family is the cell of society, and family life is a universal experience for all people. The

American educator Noddings once said: "One of the few facts that have been conclusively established by educational research is that the most important factor in a child's success is the family [2]." The emphasis on "family life education" aims to prepare students for family life and to create the best possible family [3]. At the developmental life education research level, scholar Yang Qiguang states that family and family life education is important in social development and individual growth [4]. That is a coincidence with the cultivation of life thinking that we advocate. Here I will briefly explain the significance of family life on the cultivation of life thinking, mainly from household chores, family meetings, and family entertainment.

## 2.1. Household Chores: a "Must" for Life Thinking Development

"Chores" is not an essential concept in most people's subconscious, but I think it is of great value to developing children's thinking about life. The materialistic view of history believes that labour is the core factor of human beings and human growth and development. Sukhomlinsky firmly believes that labour can enrich a person's spiritual life and cultivate students' creativity. Only in labour can a person experience the joy of labour, realize the creativity of labour, discover their talents and demonstrate their individuality [5]. However, the reality is that in China's primary and secondary schools, and even at the university level, the mainstream state of students' learning is still the learning of book knowledge, and even at home, where they should be relaxed physically and mentally, they still cannot escape from homework, tutorials and other tasks. This prevents the child from having a comprehensive perception of life and makes many children lack the ability to "think about life" so that they tend to get the "can't live", "don't know how to live", and "life baby" after entering the society, "They do not know how to deal with the challenges of life and often lose themselves. It is not that these children do not have a life mindset, it is just that their life mindset is not ready, or "not activated".

Homework had a significant effect on students' non-cognitive abilities, and participation in assignment significantly improved students' non-cognitive skills such as openness, extraversion, agreeableness, and responsibility, and reduced neuroticism and negative emotions [6]. Although "housework" may seem trivial and simple, it is a normal part of life and has a fundamental role in a person's well-being. As the old saying goes: life is nothing but rice, oil, salt, soy, vinegar and tea. Therefore, I believe that housework is the most direct and effective way to awaken the thinking of life, and it is a "mandatory" course to cultivate children's review of life. Not only does participation in household chores give children a sense of real-life experience, grafting what they learn from books into their lives, but it also helps children to visualize their ideals and imagination, making their goals real and planned. For example, suppose you have a need (destination). In that case, you will have a general menu and budget (plan) before you leave home, go to the market to observe and learn from others to select fresh vegetables (observation, accumulation of common sense), consider the budget and possibly bargain (financial planning, basic mathematical knowledge), and finally complete the purchase task; this series of activities has awakened and used This series of actions have awakened and used one's life thinking (and that's without including possible surprises, such as the need for substitutes, the need to think and find reasonable solutions to quality problems, etc.), so it is clear that this process has some significance in promoting children's life thinking skills. More qualities may be acquired during the chore process, such as learning initiative, resilience, creativity, division of labour, etc., to name a few.

The role of "housework" in developing life thinking is further evidenced. Within a limited time, some families can get along harmoniously, organize their lives well and make the most of the day, while others conflict. It is easy to see that harmonious families know how to "live" better than conflicted families. They have an orderly division of labour and are good at finding joy in their

work. They can extend this spirit to other family activities and self-learning, generating creativity, which fully expresses good life-thinking skills. Therefore, our parents and teachers should change their prejudices about "housework" and encourage students to start doing their things, to take on the chores they can, to experience the fulfilment and happiness they get from housework, to open new doors for developing students' life thinking, to return to family life for inspiration, and to keep exploring and exploring. We will continue to explore more practical ways of using housework to cultivate life thinking.

## **2.2. Family Meetings: a "Mini Classroom" for Life Thinking Exercise**

The family meeting referred to in this article is a regular meeting of all family members. This family communication method arranges to organize family entertainment and share family members' good experiences and positive emotions [7]. It is democratic, regular and interactive [8]. So how can we use family meetings as a helper to effectively promote the development of children's life thinking?

A family meeting for positive emotional communication usually includes self-evaluation of each member's performance, mutual evaluation of members, praise or punishment, and expression of expectations. In this process, children evaluate and reflect on what they have done in the past (self-reflection and self-evaluation), and mutual evaluation allows children to learn to listen to the advice of others and gain a comprehensive understanding of themselves (willingness to listen and mutual respect). Rewards or punishments allow children to distinguish right from wrong more visually and regulate their behaviour (self-control and self-discipline). Expressions of expectation enable children to have further goals and put them into action (having goals and motivation). It is easy to see the positive implications for developing life thinking. These sessions stimulate students to think about their personal lives, the lives of their families and the lives around them and promote the rapid development of their thinking. These potential literacies will instinctively emerge in students when they enter society, allowing them to show more strength when facing the difficulties and challenges of life. At the same time, this positive communication also promotes the positive development of student's mental health and lays a solid foundation for their future happiness. Let the child develop comprehensively, actively, vividly, harmoniously, and with strengths is what each of our families pursues [9]. Therefore, making full use of family meetings as a tool and combining it with more practical family activities will achieve twice the result with half the effort.

## **2.3. Family Entertainment: the "Material Bank" of Life Thinking Development**

Family recreation is something that the vast majority of us experience, and it is an essential part of family life. In a family, besides eating, resting and studying, entertainment is one of the activities people do in their leisure time. Family entertainment is an important activity that regulates the rhythm of family members' lives, aids education and promotes development. It has a wide range of meanings, such as family gatherings, family games, family trips and so on, which can be called family entertainment activities. The types are colourful and, to a certain extent, map each family's cultural characteristics. Therefore, family entertainment activities can also promote the development of children's life-thinking skills, so how should we consciously achieve our purpose through family entertainment?

First of all, the design and selection of family entertainment should be directed at expressing true feelings and emotions. Instead of regulating rules and regulations like at school and reflecting a strong sense of competition, family recreation should create a relaxed and comfortable atmosphere, giving children signals that they can relax, express themselves, and express their true feelings. Why is this point emphasized? The author believes that too many children nowadays are overstressed and

often nervous because they participate in various study and competition classes, reflecting our parents' inappropriateness and school education's inappropriateness. For example, some parents instil a sense of "competition" in their children all the time, and even at family gatherings, their words are still full of the flavour of "comparing with each other. Some teachers turn classroom talent shows into talent competitions, completely depriving children of the moment to showcase and express themselves on an equal footing, turning the event into a match with utilitarian overtones and binding children to a gradient of rules. In the long run, this does not contribute to the healthy development of the child's life thinking. Although there is a lot of competition in social life, it is more important to be confident, friendly and happy. Children who learn to release their hearts and express their true feelings will have a healthier and stronger psychological quality.

Secondly, it should be aimed at guiding children to focus on reality and love life. Family recreational activities linked to real life can be highly effective in developing children's life resilience. For example, parents can discuss with their children life tips; in the process of looking for information, experimental actions and research the reasons behind, not only exercise the practical skills of the child but also telling the child to be good at finding solutions with the help of tools, then when the child encounters similar things or even new problems in the future, it is very likely to think of this family entertainment activities, and actively make specific responses. This shows that parents can design innovative family entertainment projects, consciously exercise their children's life thinking in the activities, and use this incredible "material library" to promote the steady development of children's life thinking.

### **3. The Development of Life Thinking is a Potential Driving Force for the Happiness of Family Life**

A person's ability to think about life has the potential to extend effectiveness. The author believes that children with solid life-thinking skills tend to be optimistic, full of sunshine, love life, and enjoy life; they are good at finding the charm of life, pragmatic and contented, from life to draw nutrients and to reflect on life, both from the current and long-term perspective, which has a perfect role in promoting their present and future family life happiness. The following author will analyze from the following perspectives:

Psychological perspective. If children's life thinking is well developed, their sense of family involvement will be stronger, and their happiness will be more intense. The author believes this will reduce the obstacles in parent-child communication, make the communication between parents and children softer, and to a certain extent, reduce the incidence of mental health problems in adolescents and avoid some family misfortunes. In contrast, their physical and psychological health will be effectively promoted, which can further develop the child's good personality.

Management perspective. Children with good life-thinking skills will have a high degree of family involvement, leading to a greater sense of accomplishment in the family, promoting their internal self-growth and autonomous development, and to a certain extent, reducing the "supervision cost" of parents. Indirectly, this will increase family well-being.

Caring Theory Perspective. Caring theorist Noddings argues that social behaviour originates from family and school life. The lifeworld has to make it possible for children (future adults) to learn to be good and remember to be good [2]. Children who have good life-thinking skills are often guided by good family and school education so that they are thoroughly cared for rather than control in life and have a closer relationship and unified communication with adults, which is favourable for them to care for others and develop caring literacy, which will not only help them to develop social and interpersonal relationships but also add to their future family life happiness.

## 4. Conclusions

Family life is a source of life-thinking development for students. From the perspective of contemporary school education, teachers try to incorporate more and more elements of life into the classroom as a way to connect with students' real life to stimulate their interest in learning and improve their learning efficiency. For example, presenting life-like content introduction, creating real-life situations, etc. But to achieve sustainable results, it is necessary to use holistic and process-oriented thinking to connect curriculum education with students' lives rather than just introducing life as "material". The success of family life education, which requires a constant source of support, allows students to continue to draw on the positive elements of life and to better integrate learning and life under the impetus of the teacher's classroom, forming a virtuous educational community that collaboratively promotes the healthy development of students.

At the same time, a good life mindset is also essential for a happy family life. Students with a well-developed life mindset will know more about life, love life, cherish life and love people around them. Such students will not only be able to overcome all difficulties in life and remain optimistic and sunny. Still, they will continue to develop their charm so that when they enter society, they enter the workplace and start a new family. They will often be able to face all kinds of life problems positively and create their own happy life.

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