

The Influence of Early Education on the Development of Toddlers in A Province in China

Mengwei Li^{1, a}

¹Graduate School, Adamson University, 900 San Marcelino St, Ermita, Manila, 1000 Metro Manila, Philippines

^aEmail:279920563@qq.com

Abstract: Judging from the development history of infants and young children in my country, the early education system has gone through stages of construction, disintegration, exploration and reconstruction. With the introduction of various favorable policies of the country, the development of early education for infants and young children aged 0-3 has entered the fast lane. This article takes the construction and improvement of the current 0-3-year-old early education and childcare system as the background, based on the current status of early education and childcare services, and aims to build early education and childcare services that are more in line with the comprehensive ability development of 0-3-year-old infants system to promote the improvement of my country's infant education system and lay a solid foundation for future human resource reserves.

Keywords: Early Education, Infants and Toddlers, Early Comprehensive Development, Nursing Services.

1. Introduction

Recent years, China has been in a period of rapid development, with rapid social and economic development, and the population structure has also entered a period of accelerated transformation. In 2015, the country implemented an active response to aging and fully implemented the "two-child" policy, in order to further optimize the childbearing policy, in May 2021, the Politburo meeting of the Central Committee decided to implement a policy that a couple can have three children and some supporting measures. However, although this policy did not bring about the expected increase in the social population, it gave rise to unprecedented social attention to early education and infant care. The current situation of early childhood education in my country is worrying. Due to the influence of the traditional school

system, education for 0-3 years old has not yet been included in the education system. Early education for 0-3 years old is facing insufficient policy support, irregular education quality system, lack of teaching system, and relatively lagging teaching concepts. Insufficient financial investment, regulatory system has not been standardized and other issues. In my country, the traditional teaching of 0-3-year-old infants and toddlers is mainly family-based, and more than 70% of 0-3-year-old infants and toddlers are raised by grandparents. In rural areas, inter-generational education is more serious, and the phenomenon of "emphasis on raising and neglecting education" ubiquitous. At the same time, the enrollment rate of 0-3 years old in my country is only 4%, which is far lower than 50% in developed countries. The early education system and the supply of early education public services need to be improved urgently.

Profile Based on Gender

Gender	Frequency	Percentage
Male	86	26.06
Female	244	73.94
Total	330	100.00

2. Organization of the Text

2.1. Background of the Study??

The age of 0-3 is only 3 years, a short journey in the long river of the human life, but it has a profound impact on individuals, families, countries and society. On a personal level, the age of 0-3 is a critical period of life development. There is an old saying in China, "You will be old at three years old" and "You will be eighty at three years old". These old sayings are not empty words. From the perspective of human growth stage, 0-3 years old is an important stage of life development. Before the age of 3, the body grows, development, learning, social interaction and other processes, all affect the future development of life. From the family level, the appearance of a newborn will bring huge changes to the

family. The pressure on the family in terms of care, education, economy, etc. will increase. Bring adjustment. From a national and social level, the birth rate of newborns is a continuation of productivity, releasing fertility potential and a stable fertility level, and is also an important foundation for future human capital.

The first 1,000 days after the birth of infants and young children is a golden period for their growth. Since ancient times, they have received the attention of the family and the country. The importance of family education has been continuously increased. Various measures and policies have also been introduced at the national level to promote early childhood education. Especially in recent years, in the face of the new era and new transformation, the society's realistic needs for the development of early childhood education and

childcare services have become increasingly prominent, and have received unprecedented attention from the society.

Countries attach great importance to and launch public early education programs, because early education has a great role in promoting infants and young children's cognitive psychology, language development, physical development, social interaction, adaptability, etc. Research shows that high-quality early education can help people overcome poverty and bring more opportunities for children to develop. Judging from the development history of early childhood education in my country, the early education system has gone through the stages of construction, disintegration, exploration and reconstruction. From the perspective of the development of public institutions, there are problems such as imperfect education system, exaggeration or misinterpretation of early education research conclusions, imperfect educational concepts, uneven quality of educational courses, and incomplete evaluation system of early education institutions. Development has an immeasurable impact. At the same time, there are relatively few comprehensive studies on the practice of early childhood education for infants aged 0-3 years in my country.

For this reason, this paper takes the current 0-3 year old early education and childcare system as the background, and based on the current status of early education and childcare services, aims to build an early education and childcare system that is more in line with the comprehensive ability development of 0-3 year old infants and young children. Nursing service system, in order to promote the improvement of my country's infant education system and lay a solid foundation for future human resource reserves.

2.2. Significance of the Study

2.2.1. The Significance in Theory

Relying on the ecological system theory and the viewpoint of human capital development, on the basis of sorting out the research results of domestic and foreign scholars, combined with the current situation of infants and young children's comprehensive ability development and the analysis of typical cases, this paper constructs an index system of infants and young children's comprehensive ability, and further aims at the impact of early education on the development of infants and young children. Based on the empirical analysis of the impact on the comprehensive development of infants and young children aged 0-3 years, suggestions on the comprehensive development of infants and young children aged 0-3 years were put forward, which expanded the research content of early education and enriched the theoretical research results in the field of early education.

2.2.2. The Significance in Practice

This research focuses on the impact of early education on the comprehensive development of infants and young children aged 0-3 in the context of the current aging population. Through interventions in early education and childcare services, it explores the socio-economic situation that is more suitable for the current era. Develop effective models for talent training and early education intervention to improve the quality of human capital.

2.2.3. The beneficiaries

(1) Relevant government departments, including health commissions, education departments, women's federations, etc.

Due to the problems of the traditional education system,

our country has established kindergartens for education over the age of 3 and incorporated them into the education system for a long time. Due to historical evolution, the ownership management departments of 0-3-year-old infants have not yet been fully unified across the country, ranging from women's federations, trade unions, health and health committees, and even street offices. Since the 19th National Congress of the Communist Party of China, children's education has become an important part of ensuring and improving people's livelihood. At the same time, the implementation of the two-child and three-child policy has not achieved the expected results. Through sorting out the early education intervention of 0-3-year-old infants and young children, it will provide government departments with opinions and suggestions on early education, better improve the early education system, effectively reduce the pressure on family rearing, and effectively solve the current problem of infant care services. To improve the quality of preschool education and improve the quality of the population.

(2) The person in charge of an early education institution

In this study, the impact of early education on infants and young children aged 0-3 is mainly positive, which provides strong evidence for further promoting national and regional support for early education, and will greatly promote the government, society, and family's recognition of early education, to increase the enrollment rate; on the other hand, the research results will provide feedback on the services of early education institutions, and will provide more scientific and effective suggestions for the development and services of early education institutions.

(3) Teachers in early education

The content and results of this research will provide references for teachers engaged in early education in terms of education model, content and methods, and better consider the positive impact on infants and young children in the education curriculum setting.

(4) Parents/caregivers of infants and toddlers

In this survey, parents/careers are the main interviewee group and the biggest beneficiaries. During the interview, parents/caregivers will be helped to correctly understand the importance of early education. In the infant knowledge questionnaire, it can enhance parents' reflection on interaction with infants and early education intervention, and enhance parents/caregivers' ability in 0-3 experience and skills in raising infants and young children, and improve the quality of parenting.

3. Related Literature and Studies

For a long time, my country's early childhood education has mainly focused on preschool education (3-6 years old children's education), and 0-3 year old infants and young children are less involved in the management system, service institutions, teacher training, curriculum settings and parenting activities. The real development of early education in my country is the establishment of the first early education institution in 1998. With the concept of lifelong education, the early potential development and upbringing of infants aged 0-3 began to receive attention. In the early 21st century, it began to enter the country's important decision-making agenda. The emphasis on early education for 0-3 years old has gradually emerged in documents such as the outline of the development plan, but there are still many problems in the development so

far.

3.1. Research on Early Childhood Intervention at Home and Abroad

International Early Intervention Research

International research on early childhood intervention focused on improving the early development of infants and young children in poverty-stricken areas, and has developed in both developed and developing countries. In developed countries, the vast majority are carried out from poor groups. The more common models of care are institutional care and family care. As the society pays more attention to early childhood development, early intervention shifts from children to families, from focusing on disadvantaged children to providing high-quality services for all families and children, and from purely biological care to a comprehensive model of "physiology-psychology-social", providing toddlers and families with comprehensive services such as medical treatment, hygiene, psychological support, early childhood education guidance, and family support, so as to ensure the healthy and comprehensive development of children.

In developed countries such as Europe and the United States, early intervention development projects for infants and young children such as "Head Start" and "Head Start" have been widely carried out. According to statistics, in 2019, 60% of infants and young children under the age of 3 in the United States received non-parental care. Luo Li, Hong Xiumin (2022) The US government pays special attention to the affordability, accessibility and high quality of childcare care for infants and young children under the age of 3. The infant and child care policy framework in the United States emphasizes physical and mental health, strong families, and positive early learning experiences, which are considered to be the basis for a good start in life. These three themes will better support infants and young children in acquiring talents and fully realizing their potential.

3.2. Research on Early Intervention in China

The research and attention on the early education of 0-3-year-old infants in my country began in the early 1980s. After continuous exploration, the scope of research gradually expanded in the 1990s, and the content continued to be enriched. Separate discussions on early education began to appear. 21 Since the century, the research on early education has become more and more in-depth and diversified, and the development of early education has shown a trend of vigorous development.

"One hundred years of life, based on early childhood education", the concept of early education in my country began in ancient times, and the ancient thought of "early education" took shape in the exploration of the laws of children's psychological development. In the early days of the founding of New China, Deng Yingchao proposed for the first time that the state and society should provide support for child care. From the founding of the People's Republic of China to 1979, the country incorporated childcare into the national welfare system, and in 1979, the Fifth National People's Congress proposed "strengthening early childhood education" for the second time. In the early 1980s, the research on early childhood education entered a preliminary stage of development. In 1980, Yang Xianming published "Early Childhood Education and the Four Modernizations".

Although the concept of "early education" was not mentioned, the article pointed out the importance of infant education. In 1981, Chou Rongzhi published the articles "Suggestions on Early Infant Education" and "A Brief Discussion on Early Education", which proposed early education, and discussed the objects and age stages of early education. Since then, discussions and research on "early education" for infants aged 0-3 have become more and more abundant. In the 1990s, my country's research on early childhood education has further developed, and began to pay attention to the role of the family in early education, and reflect on early childhood education in combination with foreign experience. In our country, the early intervention mainly focuses on multiple fields such as nutrition and health, disease screening and comprehensive development.

In my country, interventions for early childhood development are mostly early interventions implemented by the government or non-governmental organizations, as well as for-profit early interventions such as early education centers and nursery institutions carried out by commercial organizations. In 2012, my country distributed 9-24 month infant nutrition packages in poverty-stricken areas. The project has been in progress for 4 years, which has improved the nutritional and health status of infants and children, reduced the rate of anemia, and significantly improved family feeding knowledge and nutrition matching skills. In 2013, with the support of UNICEF, comprehensive early childhood development interventions were carried out, which mainly included comprehensive content such as health care, nutrition, early enlightenment and child protection. Problems and individuals The stunting rate in the five energy areas of society has decreased (NICEF, 2017a). In addition, my country has also implemented the Rural Education Action Plan and launched the "Nurturing the Future" project to promote early childhood development through door-to-door counseling and parenting centers. ; also carried out the "0-3-year-old children's early development pilot project" in Zhanyi County, Qujing City, Yunnan Province. Through household guidance and intervention, the parenting knowledge and parenting skills of infant guardians have been effectively improved.

In addition, early development services have also been carried out in maternal and child health care centers in many provinces, prefectures and cities. Among them, early comprehensive development services are provided for urban children in Zhengzhou Provincial Maternal and Child Health Care Hospital in Henan Province. It mainly provides services such as parent-child clubs, routine systematic health care, parenting guidance, parent-child activities, developmental monitoring, intelligence assessment, and scientific parenting lectures. Through early intervention, children have obvious development in language, intelligence, and sports. Judging from the intervention experience in my country, home visit intervention has a more obvious role in promoting early development, and there are relatively few studies on center intervention.

On the whole, early childhood development intervention in my country has achieved good results, but there is still a lot of room for improvement. The coverage of early childhood development intervention in my country is relatively low, only 41% by 2019, and only about 5.5% of infants and young children aged 0-3 years old by 2021, showing a large gap between supply and demand. From the perspective of

evaluation methods, the implemented intervention projects have been evaluated, but the pertinence and accuracy of the evaluation methods need to be improved. Judging from the effect of the intervention, the mortality rate of infants and young children under the age of 5 in my country has been reduced to 10.2%, but there is still a certain gap between 5% and 5% in most developed countries, and the stunting rate is 2-3 times that of high-income countries. The growth retardation rate and anemia rate of rural infants and young children are higher than the national average. As the importance of early childhood development is gradually recognized, the government has increased its awareness of early childhood education. In recent years, the country has introduced a number of policies to support early childhood development and increased investment in preschool education. The 19th National Congress of the Communist Party of China put forward clear requirements for young children's education, and clearly stated in the "14th Five-Year Plan" that childcare should be developed as a key point, and investment in early development and early education of infants and young children should be strengthened. For a long period of time in the future, my country will also need to increase investment in early education public services to ensure the full development of infants and young children's potential.

3.3. Research on the early comprehensive development of infants and toddlers

According to the report "Early Life Matters for Every Child" released by UNICEF in 2017, 155 million infants and young children under the age of 5 are stunted due to poor nutrition, unhealthy environment and disease. , failed to develop the full potential of the body and brain. In 64 countries, 1/4 of infants and young children aged 2-4 failed to participate in the indispensable interactions of the brain, such as singing, reading and playing games. Risks of young children not reaching their full potential include poverty, malnutrition, and inadequate educational opportunities. Economic recession and climate change may amplify the negative impacts of early childhood development. There are subtle effects on education levels and productivity in adulthood, and ultimately in an endless cycle of intergenerational transmission of poverty.

As a developing country, China faces great challenges in the early development of infants and young children. According to 2010 data, it is estimated that 17 million infants and young children in China have not reached their full potential due to problems such as growth retardation or poverty, accounting for about 8% of the proportion of infants and young children at development risk in low- and middle-income countries in the world, ranking first in the world, second in the world. Therefore, the level of early development of infants and young children is in urgent need of improvement.

A study on urban areas in my country found that the fine motor development of infants and young children in urban areas is lower than the level that should be achieved by their age, and the proportion of infants and young children with low developmental quotient is low, only 1.5%, and nearly 10.54% of urban infants and young children. 1-3-year-old infants and young children have abnormal emotions, and 21.6% of them were found to be "possible lack of ability/sluggishness" in the socio-emotional assessment.

Compared with urban areas, the overall level of early development of infants and young children in rural areas is relatively low. In terms of cognitive development, more than 40% of infants and young children in rural areas are at risk of lagging cognitive development, and 13.4% of infants and young children from six months to one year old Severe risk of cognitive development lag. With the increase of age, this proportion is still expanding, to 50.4% when infants and young children are two to two and a half years old. In terms of language development, Wang Boya et al. found that 61.7% of infants and young children in the Qinba Mountains lag behind in language development. In terms of motor development, 29% of infants and young children in rural areas are at risk of lagging motor development. In terms of social-emotional development, 40%-57% of rural infants and young children are at risk of lagging social-emotional development, and with the increase of age, this proportion expands to 60%-63%. There are significant differences in the level of early development of infants and young children in urban and rural areas. Although China's urbanization rate has increased significantly, as of 2018, 40% of my country's population still has rural hukou, which means that there are still a considerable number of people who lack access to early development knowledge and the importance of early childhood development. In terms of parenting behavior, the traditional parenting style is still maintained. my country is in the stage of transition from a middle-income country to a high-income country. Therefore, it is of great social value and economic significance to pay attention to the early development of infants and young children in rural areas.

On the whole, my country still has a lot of room for improvement in terms of improving the early development level of infants and young children. How to improve the early development level of infants and young children in rural areas and improve the human capital reserve in rural areas is an urgent problem to be explored. The National Early Development Plan for Infants and Young Children in Poverty-stricken Areas (2014-2020) mentioned that there are 40 million infants and young children in the contiguous poverty-stricken areas across the country whose development level in terms of health and education is lower than the national average. The status quo of early development not only requires more attention from all walks of life in the society to jointly explore an effective solution suitable for the early development of infants and young children in rural areas in my country, but also urgently needs to adopt scientific methods to identify the influencing factors of early development of infants and young children in a targeted manner. Improve the status quo of the early development of infants and young children and ultimately achieve the overall improvement of my country's human capital, blocking the intergenerational transmission of poverty from the source.

To sum up, both developed and developing countries attach great importance to the early education and development of infants and children aged 0-3 years, and theoretical research and reform practice develop simultaneously. Although some useful exploration and research have been carried out in the early education mode and content of infants and children aged 0-3 years, some achievements have been made. However, the current research results are mainly based on macroscopic qualitative research, and rarely put both early education and the comprehensive development of infants aged 0-3 years into a theoretical framework for empirical research. Based on the existing research results of scholars at home and abroad, this

paper puts forward the research hypothesis of the impact of early education on the comprehensive development of infants aged 0-3 years old, and conducts an empirical analysis, and puts forward corresponding countermeasures and suggestions on the basis of the empirical analysis.

4. Conclusions

Early childhood education is at the forefront of education of any citizen. This is the beginning of their academic learning, which features multiple facets and layers of lessons and skills. With this, it is essential to continue its development using scientific techniques, as well as observation to optimize its planning and implementation.

Such is the finding of this study – early childhood policy is truly helpful towards students, but its nature must be more flexible acknowledging that it caters the younger generation and up-and-coming learners of higher education who may have varying needs. The said program also varies in different places in China, hence, implementers, teachers and parents must not forget that the development of such kind of education requires continuous observation and feedback from them. This would entail the change and advancements that would be implemented.

There are significant differences that must also be looked into as these may reflect the needs and demands of early childhood education, namely for it to be optimized.

Early childhood education already has given children positive impacts in their education. However, if resources are maximized, it has the potential of improving its own system of delivery of lessons. Furthermore, it would alleviate any worry from any party, especially the parents, about the Chinese education system.

References

- [1] Anderson LM, Shinn C, Fullilove MT, et al. (2003). The effectiveness of early childhood development programs. A systematic review. *Am J Prev Med*, 24, 32-46.
- [2] Wijnhoven TM, de Onis M, Onyango AW, et al. (2004). Assessment of gross motor development in the WHO Multicentre Growth Reference Study. *Food Nutr Bul*, 25, S37-45.
- [3] Viholainen H, Ahonen T, Cantell M, et al. (2006). The early motor milestones in infancy and later motor skills in toddlers: a structural equation model of motor development. *Phys Occup Ther Pediatr*, 2006, 26, 91-113.
- [4] Jeon Hyun Joo, Diamond Lindsay, McCartney Christina, Kwon Kyong Ah. (2022). Early Childhood Special Education Teachers' Job Burnout and Psychological Stress, *Early Education and Development*, 8, 33.
- [5] Lim Sarah, Levickis Penny, Eadie Patricia. (2022). Associations between Early Childhood Education and Care (ECEC) attendance, adversity and language outcomes of 2-year-olds. *Journal of Early Childhood Research*, 4, 20.
- [6] Payes Roshelle M., Chong Caliste, Botsko Christopher. (2022). Improving child care through healthy eating and physical activity. *Current Opinion in Pediatrics*. DaiYaohua, Guan Hongyan. (2005). Children's early comprehensive development. *Chinese children's health magazine*, 13, 327-329.
- [7] Chen Huiyan, Wang Ting. (2005). Evaluation of Early Comprehensive Development of Children in West City Maternal and Child Health Hospital. *Hebei Medicine*, 35, 2840-2841.
- [8] Zhang Zhixiang, Zuo Qihua, Lei Zhenwu. (1995). Babies-junior high school student social life capacity tables are standardized. *China Clinical Psychology Journal*, 1, 12-15.
- [9] Li Qian, Chen Ni, Cao Yan. (2016). Early comprehensive development promoted the impact of intervention on the development of neural and psychological development of infants and young children. *Chinese women's and child health research*, 27, 1301-1303.
- [10] Chen Zhenzhen, Zhong Shibiao, Wei Ru, et al. (2017). Early comprehensive development projects of childhood, analysis of the effect of promoting the intelligent development and nutrition of infanting and nutrition. *China Modern Drug Application*, 11, 182-184.
- [11] Tang Qiong. (2014). Early comprehensive development of application effects in children's health care. *Chinese maternal and child health magazines*, 5, 67-68.
- [12] Hayes, N. (2010). Childcare? Early childhood education and care? Towards an integrated early years policy for young children in Ireland. *Early Years*, 30(1), 67-78.
- [13] Burton, C. B., Hains, A. H., Hanline, M. F., McLean, M., & McCormick, K. (1992). Early childhood intervention and education: The urgency of professional unification. *Topics in Early Childhood Special Education*, 11(4), 53-69.
- [14] Zhang Dongjiao. (2014). The influence of the early childhood development guidance management system on the growth and health status of infants. *Guangxi Medicine*, 36, 682-684.
- [15] Xiao Yulian, Du Ping, Tan Meizhen, et al. (2013). The effect of early comprehensive development guidance on the development of children from 0 to 24 months. *Journal of Practical Medicine*, 29, 1652-1654.
- [16] Liu Xinglian, Zhou Ai Qin, Xu Haiqing. (2010). Correlation between feeding index and growth rate of infants aged 6-12 months. *Chinese Journal of Child Health Care*, 18, 675-678.
- [17] Zhang Yaqin, Li Hui, Wu Huahong, et al. (2018). Investigation and research on the development of gross movements of infants and young children in nine cities in China in 2015. *Chinese Journal of Pediatrics*, 56, 923-928.
- [18] Shi Qiuxia, Wu Guolian, Wei Xiaojuan, et al. (2016). Discussion on the relationship between preschool children's generalized anxiety and family rearing environment and social life ability. *Chinese Journal of Children's Health Care*, 24, 920-923.
- [19] Liu Guimin, Wang Weishi, Tong Weihong, et al. (2010). An experimental study on the promotion of children's mental health through comprehensive community intervention. *China Rural Health Management*, 30, 689-690.
- [20] Bai Yun. (2016). Discussion on the early comprehensive development intervention model of children aged 0-3 in underdeveloped areas. *Maternal and Child World*, 2, 24-25.
- [21] Yang Juhua. (2018). "Theoretical Basis, Practical Basis and Reform Ideas: Research on the Development of Child Care Services for Infants and Young Children Under 3 Years Old in China", *Social Sciences*, Issue 9.
- [22] Wei Huiru. (2003). Research on early childhood education in ancient families. Baoding: Master's Degree Thesis of Hebei Normal University.