
What To Teach : The Content of Preschool Education in the Horizon of the Cultivation of Craftsman's Psyches

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ABSTRACT

What preschool education should teach after all is a problem that we have to consider in order to run preschool education well. According to the law of preschool children's physical and mental development and the needs of today's social development, preschool education should promote preschool children's physical and mental and social development, cultivate preschool children's positive competence, and lay a solid foundation for preschool children's lifelong development. It should cultivate the core competences that people should have today to lay a positive "keynote" for preschool children's lifelong development, rather than teach preschool children knowledge and skills as the current preschool education of primary schoolization. Therefore, on the current vision of cultivating craftsman's psyches, preschool education should focus on cultivating preschool children's positive psychological and behavioral qualities, such as good behavior habits, determination, sense of responsibility, creativity, curiosity, indomitable spirit, enterprising spirit and EQ.

Keywords: *Craftsman's Psyches(CP); Preschool education; Preprimary Children; Positive mental and behavior quality*

Introduction

Any education and teaching must solve the problem of what to teach. What to teach is the content of education, which is embodied in the curriculum in teaching. If preschool education is to be done well, it is also necessary to solve the problem of what to teach. Like all education, what preschool education teaches should be based on the characteristics of preschool children's physical and mental development and the needs of social development.

From the perspective of social needs, With the steady development of social economy, especially the transformation and development from extensive economy to intensive economy, the importance of craftsman's psyches(the following all abbreviated as "CP") for individuals and society has become increasingly prominent. For the society, a large number of talents with CP are needed; for individuals, only by continuously cultivating and strengthening their own CP can they adapt to the society and have a stage to play their role in the society. Based on the needs of social development, CCTV launched a TV series "craftsmen of great powers" in 2015 to advocate the craftsman's spirit(the following all abbreviated as "CS"). Li Ke-qiang, Chinese Premier, proposed "CS" from the national level for the first time in his 2016 "government work report"[1], which promoted "cultivating CS" to the

national will and social consensus. It shows that CS is of great importance to the social development of the country. It is precisely because the society needs CS. Therefore, if individuals want to adapt to the growing society and have a platform to play their own value in social development, the CS is indispensable. As a basic law of education is that education must adapt to social development, contemporary education must conform to social development and cultivate CP including CS.

From the perspective of the characteristics of preschool children's physical and mental development, pre-school is the critical period of psychological development including CP. In this period, it is relatively easy to cultivate these psychological qualities. After this period, it will be very difficult to cultivate these psychological qualities. As the saying goes: "3 years old to see the adult, 7 years old to see old". "3 years old to see the adult" means that from the psychological characteristics, behavior habits and personality characteristics of children at the age of three, the development of psychological character and personality when they grow up is able to be seen. In other words, the level of individual psychological development at the age of three indicates the trend of people's psychological development, and to a certain extent restricts what kind of people they will become when

they grow up. “7 years old to see old” is the same as “3 years old to see the adult”, but its influence is on one’s life-long influence, that is, the psychological development at the age of seven restricts one’s life-long development to a great extent. Before the age of seven is the period of preschool education, and from the age of three to seven is the period of preschool education. This shows that preschool education is in a very important position in the development of people. Before the age of seven, is the most rapid development period of individual psychology and physiology (body). In this period, the development of individual physiology and psychology directly affects and even determines the development of human life to a certain extent. If the development of this period is good, it can lay a solid foundation for the future development of the individual. If the development in this period is not good, it will have a great negative impact on the future development. If a bad character is formed, it would be very difficult to change it. Taking a comprehensive view of preschool education in the world, especially in developed countries, although there are some differences in the training objectives of preschool education, they all take the cultivation of preschool children’s good habits, healthy personality, innovative spirit, refining-on and dedicated psychological quality as the education content[2]. This tells us that preschool education focuses on cultivating good habits and positive psychological quality, instead of focusing on cultivating children’s knowledge and skills as in primary and secondary schools. Therefore, we must avoid the primary education of preschool education. However, it is a pity that the phenomenon of primary school of pre-school education is serious. Because the preschool education mode of primary school goes against the law of preschool children’s physical and mental development and preschool education, which is not conducive to the overall physical and mental development of preschool children, this phenomenon must be corrected. Therefore, in July 2018, *the general office of Chinese Ministry of education specially issued the notice of the general office of the Ministry of education on carrying out the special governance work of Kindergarten “primary school”* (JJTH [2018] No. 57), requiring a comprehensive and strict rectification of the phenomenon of primary school of preschool education.

The Ought-to-Being of preschool education content

Due to the problems such as the primary schooling of pre-school education, there are some deviations in Chinese

preschool education, so that Chinese preschool education does not give full play to its due role in talent training, social and human development. Because children are good psychological and behavioral qualities have not been cultivated in their preschool education stage, which has a big impact on children’s school education and even the development of their whole life. That being the case, what kind of curriculum should preschool education be? What should be taught in preschool education? These must be clear.

According to the law of preschool children’s psychological development, preschool education should be the curriculum of promoting preschool children’s physical, mental and social development, and laying a solid foundation for preschool children’s lifelong development, and cultivating children’s positive mental accomplishment.

From the perspective of the concept of preschool education, preschool education is a comprehensive educational activity, in which parents and kindergarten teachers stimulate children’s physical and mental development by various ways and objects in a systematic, planned and scientific way, cultivate preschool children’s multi-faceted accomplishment, and lay the foundation for their future development. It is a multi-faceted cultivating process[4]. This concept of pre-school education clearly indicates that pre-school education is an educational process in which the development of mind, body, intelligence, morality and beauty permeate and organically combine with each other, in which the development of body and mind is as the main, that is, to focus on promote the physical, mental and social development of pre-school children. Preschool education should not only promote all preschool children’s physical and mental development in an all-round way according to the general law of preschool children’s physical and mental development, but also pay attention to individual differences and differential treatment in education, in order to promote the healthy development of every preschool child’s personality. Since preschool education is a kind of comprehensive education, when carrying out preschool education, in order to give full play to the overall or systematic effect of educational contents and means, it is necessary on the basis of the characteristics of the physical and mental development of preschool children to scientifically chose, organize, and integrate all kinds of educational contents or materials so that they are able to infuse into

various activities of daily life of preschool children. This shows that the basic content of preschool education is the physical and mental quality and social development of preschool children rather than subject knowledge and skills like primary and secondary schools. In order to achieve the goal of promoting the physical, mental and social development of preschool children, preschool education must put the whole teaching content in daily activities of preschool children, so that they can obtain positive psychological experience in the activities.

From the nature of preschool education, preschool education is the foundation of basic education and the beginning of life education, which provides the “keynote” for children’s future development. What is the foundation of foundation? What is the keynote? From the needs of individual and social development, as the foundation and keynote of individual development, it is the core competences or basic literacy of individual development. As CP is the necessary literacy for people to adapt to social development and find a place to use their ability in society, and the basic competences that affect individual life development, so CP should be the basic content of preschool education. In other word, it is one main task of preschool education to cultivate preschool children to have CP. In spite of explicit education or implicit education, the selection and organization of content and education mode of preschool education, all should take cultivating CP as the important goal, which one of the most important reasons is that preschool period is a critical period for the formation and development of many CP qualities.

The positive mental qualities cultivated in preschool education

As the saying goes: “Three years old to see the adult, seven years old to see the old”. What is the main things “to see”? In other word, what does one has at the age of three or seven is able to make people see what he was like as an adult and elder? It is mainly one’s psychological and behavioral qualities, especially his CP. Among them, there are habits, sense of responsibility, EQ, adversity quotient, innovation and curiosity, firmness, unyielding, enterprising, hard work spirit and other qualities of CP. Now mainly from the following aspects to discuss.

Good habits and character traits

Through the study of hundreds of successful people,

Napoleon Hill, the founder of American success studies, found that “behavior determines habits, habits determine character, and character determines destiny”. It is able to be said in a certain meaning that having good behavior habits and character would directly determine a child’s whole life, which is the foundation of a child’s future success[6][7]. Therefore, Americans pay attention to the cultivation of children’s good habits and personality, so that children can improve themselves. American scientific family education is the incubator of its top creative talents, who lead the trend of world development, especially world’s scientific and technological trend.

William James (1842-1910), the founder of Native American psychology, believes that habit is a process of adaptive change caused by external forces. “Habit has doomed all of us, and we should strive to make progress even in unpleasant business.” “Sow an action, harvest a habit; sow a habit, harvest a character; sow a character, harvest a destiny. Good behavior is not born; it can be cultivated after the birth. What a tenacious force habit is! It can dominate one’s whole life. Therefore, we should establish a good habit from childhood by education and cultivation, until we benefit to our whole life.” It is because habits play such an important role, James attaches great importance to habits and emphasizes that education must cultivate children to have good habits from childhood [8]. He pointed out: “the important thing of education is to regard our habits as a fund, and then live comfortably on the interest of this fund. In order to achieve this goal, we must make many useful actions mechanical and habitual. Try to learn as much as possible, and the earlier we learn, the better. We must also prevent habits that will be harmful to us in the future, and take them as seriously as plague prevention. ” This kind of habit theory has a great influence on later generations, and enlightens people to pay attention to early education, especially the cultivation of early habits [9].

Watson, the founder of behaviorism, attaches great importance to habits. In his opinion, personality refers to all the existing and potential assets and existing and potential liabilities of an individual in response. Among them, assets include two aspects: (1) the totality of formed habits, socialized and adjusted instincts, socialized and tempered emotions, as well as various combinations and relationships between these things; (2) The height coefficient of plasticity

(the energy of forming new habits and changing old habits) and persistence (the speed at which established habits recover their effects). That is, the individual's ability to adapt to the current or future external environment. Debt refers to the potential factors that do not work in the current environment and prevent it from adapting to the changed environment. That is to say, Watson regards personality as the sum of all actions and the final product of various habit systems. Because behavior habits can be changed, so personality can be changed. Its formation and change are affected by the environment as well as behavior habits. Therefore, the cultivation, shaping or correction of personality should be realized by the environment. In other words, the basic way to cultivate personality is to create environment; the way to change personality is to change people's environment [9].

As the saying goes: "What one forms as a child is like human nature, habit is like nature". It tells us that the habits formed and the psychological qualities developed in preschool stage are just like natural ones, which are very important for the development of one's life. In this case, we must do a good job of habit formation and cultivation of preschool children. According to the psychological age characteristics and psychological development level of preschool children, there are some differences in the habits of preschool children in different stages.

Conscientiousness

Conscientiousness is an important component of CP and the essential element for anyone to become human being, therefore, it is indispensable literacy of students in all kinds of education at all levels especially preschool education so that all education including preschool education should breed children to have conscientiousness. The reason for this is that with the formation and development of self-awareness, preschool children are able to recognize themselves and what they have done, and also begin to take the initiative to ask to do something. Since they do something, they have to take responsibility of their doing something. It's done by oneself, No matter right or wrong, he should take responsibility consciously. It ought not to attribute the correct to oneself, the false to others or external things. If not, as time passes, the children would form a psychological tendency of shirking responsibility. Once is this psychological tendency formed, it would impede children's growth or progress.

In daily life, people with a strong conscientiousness can not only be responsible for their own behavior and its results, but also actively undertake their own social responsibility, so that they have a strong conscientiousness and mission. These conscientiousness and mission would become the driving force for them to work hard and strive for success and greater success. In contrast, people with a poor conscientiousness are usually afraid of taking responsibility and always evade it. Due to the lack of conscientiousness, they lack the motivation to strive and forge ahead. When they fail, they dare not admit their mistakes or failures, so they are not able to learn from the failures and increase their wisdom.

In daily life, people would inevitably make mistakes. When making mistakes, people who do not shirk responsibility always look for reasons from themselves and objectively analyze the causes of mistakes or things, so as to avoid the recurrence of similar mistakes or failures. Different from them, people who shirk responsibility try their best to reduce or desalinate their responsibilities, and always find objective reasons for their mistakes, as the result that they fail to sum up their experiences and lessons, and it is much possible repeatedly to make the mistakes they have made. Responsibility means suffering, because with responsibility, one needs hard and positively to pay out for taking and fulfilling responsibility. Bravely facing up to mistakes or failures is an important condition for success. (1) If one admit that he would be possible to make a mistake or fail before he makes them, he would prepare ahead of time and prevent possible mistakes or failures before they happen. (2) If daring to admit one's mistakes or failures means that he has the courage and determination to correct them, so that he can have a clear understanding or analysis of the mistakes or failures and prevent the same mistakes. (3) It is helpful to minimize the negative impact of errors or failures, find remedial measures, and gain wisdom to correct errors or failures timely. On the contrary, the people who do not dare to face up to mistakes or failures would be unable to avoid repeating the same mistakes or failures and finally swallow the bitter fruit of failure. If people are unable to be aware that they might make mistakes or failures in future or find the mistakes or failures they have made, they would make the same mistakes again. The same is true of those people who realize but unwilling to admit his mistakes or failures. More than that, many losers also blame others for their mistakes or failures, and let others bear the responsibility for their mistakes or failures, which would

easily lead them to be obsessed with their mistakes and unable to extricate themselves and understand them, and make them get deeper and deeper in their mistakes. There are some people, they know they are wrong but not to admit their mistakes, and insist on their mistakes, which result in that they go further and further on their mistakes.

“What is responsibility? When a person really becomes a member of the society, what the responsibility gives him is often the pain of the soul and body, but he have to bear this kind of pain, because what it finally brings to him is the priceless treasure—the greatness of personality.” [10]“A strong person is not only a strong physique, but also a strong soul. It is a kind of courage to take responsibility and go forward with a heavy load.”[10] Since to bear the responsibility means to bear hardship and suffering, the greater and the more the responsibility, the greater and the more the suffering. People with a strong sense of responsibility are willing to take responsibility, so they usually can afford to suffer. A person who can achieve great things can usually suffer the hardships that others cannot bear, suffer the tiredness that others cannot bear, and bear the pressure that others cannot bear. Just as an ancient Chinese thinker Mencius said: “the Heaven is about to lay a great responsibility on such a person, must first suffer his efforts toward, fatigue his muscles and bones, make him starved, make his body and skin emaciated, and do something to disturb what they do, always disappointments and unsatisfactory. By those to make his heart vigilant, strengthen his characters, increase his talents he does not possess. One constantly make mistakes and then can correct them; his heart is trapped, and his consideration is locked, and then he can make a difference; all these are expressed in the face, expressed in the words, and then it can be understood.”[11]

Hua-gong

Hua-gong is the competencies of transforming the unfavorable factors into the favorable ones or “Gong Li” or “Kung Fu” that changes from negative to positive[12]. For example, transforming the pressure into the driving force, turning the predicament into the opportunity to temper oneself, turning the ridicule of others into the driving force to forge ahead, turning the frustration or failure into the step to success, and so on. Such cases are not uncommon in daily life, such as broken in health but not in spirit, determined to change poverty because of

poverty, short board become strengths and so on. If one doesn't have “Hua-gong” or worse or poor “Hua-gong”, he would be unable to bear the heavy pressure in many aspects of life. Anyone with strong “Hua-gong” can effectively realize the transformation from pressure to power. Even under heavy pressure, even greater pressure than ordinary people, he can constantly improve and surpass himself, and finally reach the peak of success[13]. Therefore, preschool education should cultivate preschool children's Hua-gong. That is to say, preschool education should not only cultivate preschool children's frustration tolerance, psychological resilience and anti-frustration psychological quality, but also cultivate children's Hua-gong.

Because preschool children begin to explore the world, engage in some activities, deal with people in daily life, and do some things, they will inevitably encounter some setbacks or failures, resulting in a sense of frustration. This is the opportunity to cultivate Hua-gong. Seizing such an opportunity to train children would enable them not only to be afraid of setbacks or failures and any difficulties and hardships, but also to actively transform them and turn them into their own ladder to success step by step.

Innovativeness and curiosity

Preschool children have a strong curiosity, which is a powerful driving force for them to explore new and strange things. Vico, an Italian thinker, believes that “curiosity is the daughter of ignorance and the mother of knowledge, which enlightens people and produces a sense of surprise.”[14][15] If the curiosity of preschool children is guided, their curiosity can be transformed into innovativeness. Therefore, preschool education should take cultivating children's creativity as an important task.

Ding-li(The competence of composure and concentration)

Ding-li(The competence of composure and concentration) is the competence to resist temptation and maintain oneself, which is the requisite psychological competence for people to do anything, especially important things. In other words, Ding-li is very important and necessary for anyone who wants to accomplish great things, no matter what he career or jobs he goes in. Anyone with Ding-li would be able to withstand loneliness, failures and setbacks, not afraid of difficulties, dare and even be most willing to sit on

the cold bench in order to reach achievement. On the contrary, whoever is lack of Ding-li would be easily prone to be eager for quick success and instant benefits, seduced by name and fame, driven by greed, hatred and delusion, disturbed by others outside, intimidated by difficulties, so cannot eat bitter, bear tired, upset[16].

Pre-school stage is the primary stage of cultivating concentration. Proper training of Ding-li at this stage can lay a solid foundation for their development of Ding-li in the future.

Gumption and indomitable spirit

As mentioned above, because preschool children begin to explore the world, they would inevitably encounter failure or frustration, which is also an opportunity to cultivate their gumption and indomitable spirit. When cultivating gumption and indomitable spirit of preschool children, we should give more and more positive encouragement to preschool children, guide them not to shrink back, not to give up easily, fight on in spite of repeated setbacks, have the courage to make hard and pioneering efforts, constantly sum up experience and lessons, and increase wisdom. That is to say, it is a task of preschool education to cultivate preschool children to the indomitable spirit and gumption.

EQ(Emotional Quotient)

EQ(Emotional Quotient) is a person's ability to grasp and control his own emotions, master and take use of emotions, speculate and understand and control others' emotions, and constantly motivate himself and grasp psychological balance under external pressure[17]. Not only is EQ closely related to success, but also determines happiness to a certain degree. The people with high EQ can properly control their emotions, make good use of them, give full play to their positive effects, inhibit and even eliminate their negative effects, and lay a solid foundation for their happy life. EQ, especially optimistic and unyielding mentality, can make people constantly dig out their potential, improve their influence, value and spiritual state, and always keep good harmony and closeness with the surrounding environment. In a sense, EQ is the pillar of success[17]. The supporting effect of EQ on success is able to be seen from the following aspects: (1) whether a person can control his emotions. If an individual encounter difficulties, setbacks or failures, he would be timid, avoid, abandon himself, even feel sad and never want to live, so that he would not succeed. (2) Recognize one's own situation properly and give it a positive evaluation. (3) Take appropriate attribution.

For example, when an individual makes a mistake, if he attribute it to his own incompetent or stupid or bad life, he would be the end. If a person makes a positive attribution, don't always belittle yourself and blame yourself, but actively analyze problems and find ways, he would be usually easy to succeed. (4) Endurance. It's very important to be able to allow oneself to make mistakes and be able to withstand a large degree of failures and setbacks. If one's endurance is very low, he would not be able to bear some small setbacks and failures, and would be knocked down by some small setbacks and failures. On the contrary, if one's endurance is relatively high, no matter how big a setback he could encounter, so he would still be able to accept the challenge bravely. In General, if a person can endure the sufferings that is hard for ordinary people to endure, bear the hardships that ordinary people cannot bear, he would usually be able to make great achievements that are difficult for ordinary people to achieve, which shows that the endurance of setbacks, difficulties and failures is an important competence of success. (5) Resilience. Resilience is the competence that is able to make people quickly recover when encountering setbacks and failures, that is, to recover one's energy, fighting spirit, morale, etc., and to rejuvenate one's physical and mental strength. Optimism is a very important factor affecting resilience[18]. Resilience also includes the competence of quickly recovering from some of the shadow of failure, restoring their mental outlook and their energy and physical strength, so that they are full of enthusiasm to meet new challenges. All these are pillars of success.

Because preschool stage is the period of children's emotional development, this period is an important period of cultivating people's Eq. If preschool children's EQ is cultivated in this period, it would lay a good foundation for their future development.

Conclusion

- 4.1 Preschool education must not be primary
- 4.2 Preschool education should centers on the cultivation of preschool children's good habits and psychological quality
- 4.3 Cultivating preschool children's good habits and psychological quality can benefit them all their lives.

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