

Research on the training of family education mentors in China

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Abstract. At present, the cultivation of family education mentors is facing both opportunities and challenges, as a unified national standard for the cultivation of family education mentors has not yet been established; The theoretical system construction and talent cultivation of family education are not yet mature; The qualifications of relevant training institutions for family education instructors vary in quality; The widespread recognition of family education as a mentor in the professional society urgently needs to be improved. In the future, the cultivation of family education mentors should start from the following directions: to develop a unified outline and training plan for family education mentors; Accelerate the construction of the theoretical system and talent cultivation of family education disciplines; Establish a qualification evaluation and evaluation system for family education mentors and training institutions as soon as possible; Scientific promotion to enhance the professional identity of family education mentors.

1 Introduction

In 2021, the Family Education Promotion Law of the People's Republic of China (hereinafter referred to as the Family Education Law) was promulgated. Article 27 of the law clearly stipulates the establishment of a professional team for family education guidance services, encourages social workers and volunteers to participate in family education guidance services, and for the first time, makes clear requirements for family education guidance from a legal perspective^[1,2]. In 2022, the Ministry of Human Resources and Social Security of the People's Republic of China will include "family education instructors" in the new version of the Occupational Classification Code of the People's Republic of China Occupational Classification Code (hereinafter referred to as the "Occupational Code"), promoting the "family education instructors" to become professional. In fact, family education mentors are not a new phenomenon in China^[3]. As early as 1940-1941, the "Measures for Promoting Family Education" and the "Interim Measures for Family Education Workshops" stipulated the establishment of family education majors in universities, the establishment of family education workshops, and the promotion of

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training for "family education mentors". However, there is currently little specialized discussion in the academic community on "family education mentors in China", which is not conducive to deepening the relevant research on the training mechanism of family education mentors^[4]. Based on this, this article attempts to inquire about the value and significance of cultivating family education mentors in China, examine their current situation, and explore future action directions, in order to benefit the promotion of the cultivation of family education mentors in China.

2 The challenges of cultivating family education mentors in China

Currently, the cultivation of family education mentors in China is still in the experimental stage, and there are no highly feasible and operational regulations on specific training objectives, content, methods, and quality^[5]. Due to the ambiguity of regulations, there are numerous training courses for family education mentors at the social level, but the training results are uneven. The public's recognition of the profession of family education mentors is low, which is not conducive to the steady development of China's family education industry. The issue of how to cultivate family education mentors urgently requires widespread attention from all sectors of society^[6]. Table 1 shows the Challenges.

Table 1. The challenges of cultivating family education mentors in China.

Section	Problems
1. Standard for family education	Reconstruct A unified national standard for cultivating family education mentors has not yet been established.
2. The theoretical system	The theoretical system construction and talent cultivation of family education are not yet mature.
3. The qualifications of training institutions	The qualifications of relevant training institutions for family education instructors vary.
4. The widespread recognition	The widespread recognition of family education as a mentor in the professional society urgently needs to be improved.

2.1 A unified national standard for cultivating family education mentors has not yet been established

The training institutions have made clear regulations on the training content, training methods, training objects, registration conditions, etc. of family education mentors. Similar training institutions have countless and have also established their own training standards online. However, the scientific and normative nature of the training standards specified by these training institutions still needs to be improved. To promote the widespread promotion of family education mentors nationwide, it is necessary to establish a unified national standard for the training of family education mentors as soon as possible.

2.2 The theoretical system construction and talent cultivation of family education are not yet mature

At present, there are very few universities in China that offer family education disciplines,

majors, and courses, and the only short-term "on-the-job training" is not systematic and in-depth enough. There are still problems in family education research, such as a lack of rationality that tends to be emotional rather than rational, a lack of fragmented rather than systematic reasoning, and a lack of theory that emphasizes interpretation rather than innovation.

2.3 The qualifications of relevant training institutions for family education instructors vary

According to Article 31 of the Family Education Law, family education guidance institutions should carry out non-profit family education guidance services. The original intention of the Family Education Law was to rely on existing institutions and departments to build a public welfare system for family education guidance services nationwide. However, the reality is that various family education guidance and training institutions in the market are attracting students with the slogan of "low cost, high income".

2.4 The widespread recognition of family education as a mentor in the professional society urgently needs to be improved

From a social perspective, the public has little knowledge about the professional philosophy, function, and positioning of family education mentors. In a survey of family education guidance services, it was found that parents of infants and young children and parents of primary and secondary school students have not heard of family education guidance services, and there is a lack of institutions around them to provide this service; Some parents who have received such guidance have expressed that the effect is average and the benefits are not significant, and hope that the school can reasonably arrange the time, duration, and frequency of such activities in the future, and set more practical, targeted, scientific, and systematic guidance courses. Family education refers to the fact that mentors, as an emerging profession, are still in the early stages of promotion throughout society, and the public's demand and recognition of this profession still require a long process.

3 The action direction of cultivating family education mentors in China

In the future, the cultivation of family education mentors in China should focus on four aspects: firstly, a unified "training outline and training plan for family education mentors" should be formulated, and a unified national standard for the cultivation of family education mentors should be established. Secondly, accelerate the construction of the theoretical system and talent cultivation in the field of family education, enrich the theoretical foundation for the training of family education instructors, and ensure personnel security. Thirdly, establish a qualification evaluation and evaluation system for family education mentors and training institutions as soon as possible, and form a sound and healthy social training ecosystem. Fourthly, scientific promotion is necessary to enhance the professional identity of family education mentors and guide them to become a thriving and popular profession.

3.1 Develop a unified training outline and plan for family education mentors

On the one hand, in order to establish a unified outline for the training of family education mentors, it is necessary to first establish a "Family Education Mentor Training Guidance

Committee" and a "Family Education Mentor Training Standards Development Committee" to establish corresponding job responsibilities and workflow. The two committees will follow the core dimensions and indicator system of the standards for family education mentors to develop training standards for family education mentors that meet the needs of all parties. On the other hand, in order to develop a unified family education mentor training plan, it is necessary to first clarify the basic elements that an effective training plan should include, namely personnel allocation, resource facilities, course development, training presentation, training evaluation, and training records.

3.2 Accelerate the construction of theoretical system and talent cultivation in family education discipline

The Opinion on Improving the Mechanism of School Family Social Collaborative Education requires strengthening theoretical construction and professional talent cultivation, and incorporating family education guidance into the training of normal students and teacher professional training. This requires us to carry out the construction of the second level discipline of family education as soon as possible, gradually establish family education degree points in universities that are responsible for cultivating family education mentors, and focus on the "professional direction and characteristics, academic backbone and leaders, talent cultivation and course teaching, scientific research and academic exchange, platform support and discipline culture" of family education. To solve the problems of "lack of rationality, lack of evidence, and lack of theory" in the field of family education research in China, and to cultivate a professional reserve force that can engage in family education guidance and services in the future.

3.3. Establish a qualification evaluation and evaluation system for family education mentors and training institutions as soon as possible

The qualification of family education mentorship training institutions refers to the basic level that institutions conducting family education mentorship training should achieve in terms of teacher conditions, personnel quality, school premises and equipment, teaching management level, and training effectiveness. Family education mentor training evaluation refers to the value assessment of the training effectiveness of an institution based on the training objectives of family education mentors. The evaluation aims to promote the improvement of the quality of family education mentor training. In the face of the phenomenon of "disorderly training, charging, and issuing certificates" and "no venue, no teachers, and no school license" in the family education mentor industry, it is necessary to establish a qualification evaluation system and evaluation system for family education mentor training institutions.

3.4. Scientific promotion to enhance the professional identity of family education mentors

Professional identity is an important issue faced by family education instructors. British sociologist Richard Jenkins believes in his monograph "Social Identity" that identity refers to the "connection between an individual and something or someone", which is a systematic construction and semantic representation of similar or different relationships between individuals, groups, and individuals and groups. In our view, family education refers to the professional identity of a mentor, which includes both self-identity and public identity.

4 Conclusions

Accelerating the construction of a high-level family education guidance service team is the only way to carry forward the excellent "family culture" tradition of the Chinese nation, and lead the construction of harmonious families, family education, and family ethics. The cultivation of family education mentors in China is conducive to promoting the professionalization, specialization, and standardization of family education mentors; Beneficial for assisting in solving "family problems", enhancing family happiness and social stability; It is conducive to promoting the collaboration between family, school, and community education, and promoting the construction of China's lifelong education system.

In the future, the cultivation of family education mentors should start from the following directions: to develop a unified outline and training plan for family education mentors; Accelerate the construction of the theoretical system and talent cultivation of family education disciplines; Establish a qualification evaluation and evaluation system for family education mentors and training institutions as soon as possible; Strictly regulate the professional qualification admission and admission mechanism for family education instructors; Scientific promotion to enhance the professional identity of family education mentors.

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