

## Analysis on the Influence Factors of Early Childhood Education in Minority Villages: A Field Survey of Northwest Yunnan Dali Jianchuan County Village

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### Abstract

In recent years, how to develop the minority children's education, has become the focus of attention of the country and the society. Through historical considerations, the author puts forward the "five factors": The social environment of the village, the social structure of the village, the social culture, the state government and the main body of the need, in order to inspire the development of early childhood education in minority villages.

**Key words:** Early childhood education; Village environment; Village society; Country; Demand

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### INTRODUCTION

"The National Education Development Plan (2010-2020)," pointed out: "the focus of the development of rural pre-school education". Subsequently, "the State Council on the current development of pre-school education, a number of opinions" clearly put forward: "The central government set up special funds to support the development of pre-school education in rural areas, ethnic minority areas and border areas in the midwest". It can be seen that the development of early childhood education in minority areas has been successful for the development of China's preschool education. However, the minority villages in the early childhood education, experienced

a "free" to "self" in the course, experienced ups and downs in the course. Through history, it can be seen that the social environment, social structure, social structure, social culture, state power and the main demand of the village are closely related to the social environment, social structure, social culture, the state power and the main body. In this, the author tries to reveal the reason of the change of the children's education, in order to inspire the development of children's education in minority villages.

### 1. THE SOCIAL ENVIRONMENT OF THE VILLAGE

The social environment of the village is the total of material and spirit in certain society. In narrow sense, it's the direct environment of the village. In order to understand the preschool education in ethnic village better, we should put it in a bigger social environment.

#### 1.1 Transportation

Most of the minority nationality of our country live in remote areas, which are in hostile environment. It is not only badly restricts the development of the economic but also the school education. What's worse, the less developed it is, the more limited to its school education. Most of the minority nationality regions are poor in traffic and inhabited scatteredly (Wang, 1990), which cause general problems with school education such as its small-scale, irrational layout. In early 1990s, villages that are not far from the city set up kindergartens, while mountainous areas which poor traffic cannot. Some villages of the town locate in different corners of the mountain—some in the foot of the hill, some in the middle, while some on the top. Due to the scattered distribution, it's hard for school-age children to gather together, so private person is not willing to set up kindergartens, which makes it hard for the development of preschools run by local people. According to the principle of proximity, children there can't choose

but go to support the school to have duplex teaching, that is, children in grade one, grade two, and preschool having class in the same room. After the policy-merging the primary school and middle, children have to walk for 2-3 hours to have class with their parents' company. Until 2014, with the guide of the policy enacted by the Ministry of Education, Jianchuan County set up 30 supporting teaching experimental units in remote mountainous areas. However, there are still some remote areas can't solve this problem so far.

## 1.2 Environment and Village Environment

The research of educational anthropology shows that the family environment and village environment have an important effect on early children education. The family environment, which contains the value orientation, ideology, the attitude and expectation to education of the parents, influences parents' consideration and expectation towards children education in internalized way. The cultural perspective emphasizes the roles and concerned action such as people who teach and influence children, the motivation of all the family members, the cultural norms that guide behavior, the characters of the daily activities, the cultural goals, the belief and so on. Because of the remote location of the minority nationality regions, most of the parents are lack of right understanding and concept (Gallimore & Sweisner, 1993). The uncultured consciousness badly influences the attention towards children education of the village. From what has been discussed above, conclusion can be drawn as the family environment and village environment effect the children education negatively.

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## 2. THE SOCIAL STRUCTURE OF THE VILLAGE

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### 2.1 1912-1947

As Tonnies says, neighborhood is the basic feature of village life. Residence there is near each other, and people share common fields. Only farmland is divided into different parts. These features make people familiar with each other and share common labor, order and administration. Land and gods together bless their people (Tonnies, 1999). Tonnies vividly describe Chinese traditional villages as neighborhood. In this traditional community, the child's education is operated in its special way according to its unique logic. Since all the villagers have the same ancestor, mountain trees, land and so on, so strict village rules should be made to restrain them. At the same time, the role of the child's education is taken by family teaching and social education. Family education is always supported by the elders of the family who teaches children simple housework that influences children in subtle way. On the other hand, people who have a high virtue and a glorious name to establish an organization

such as Alter, Folk Activities voluntarily, in which way they develop children's morality consciousness and action.

### 2.2 1949-1978

After the liberation of our motherland, great changes have taken place in the village structure. The political authority linked by national system takes the place of the traditional rural clan authority in society. From 1950 to 1978, the village community was intervened by our country's political power and was introduced reforms such as the land reform, the rural collectivization movement, the people's commune movement and so on. The village community is forced to build a political system—production brigade, production group, which is under the national system. This kind of political system is also a kind of economic system, whose general function is to gather the villagers to work together. Collectivization came into being naturally under the political system (Liu, 2008). For women's liberation, is badly needed by the collective production, child-care centre and baby holding group are set up. Collective preschool education is broken down with the coming of the Great Cultural Revolution. The village community is disintegrated by political power and becomes the result of a political movement.

### 2.3 1979-Present

Since the reform and opening up, the village society get free from the tense political climate. The village society builds up village committee as the new management structure, and our country carries out the household contract responsibility system, and farmers get free economic development pattern. The liberalization of the economy leads the traditional village community to disintegrate gradually. The material strength appeared in village society silently, while the decline in human relationship becomes worse. At the same time, the rural social education also declined which makes villages fragmented.

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## 3. VILLAGE SOCIAL CULTURE

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### 3.1 1912-1948

Education is a kind of social phenomenon, and the education of human being is closely related to human activities in daily social life (Yuan, 2013). Cultural tradition and education are the relations of mutual restriction and mutual dependence (Li, 2000). Language has accumulated a large number of cultural content, especially thinking mode. The acquisition and use of language are closely related to the transformation of social activity space, which is the cultural power space based on the characteristics of language. The values, thinking mode, action mode, life style, knowledge structure and language habit of the object of the minority education are not one of the minority culture background, or the formation and development of minority culture background (Wang,

1990). From family, village to kindergarten, this “field” is not only a physical space, but also a cultural space. Children in different space of the conversion, more are in different cultural space of self adjustment.

### 3.2 1949-1978

During the period of the Republic of China rural society presents comprehensive decadent trend, bankruptcy of rural economy and society at the grass-roots level integration disorder, rural culture the regulatory function of weakening (Yang, 1927), no matter from which on the one hand, social, economic, political, educational, is a little angry not, absolutely can says that half or more than half of” an important tool for language children’s perception of the world, mother tongue naturally become an important tool for the exchange. When the village and the outside world are less interactive, early childhood education is carried out in the family and the village, the use of the mother tongue of the children feel more cordial exchange, the child from the family to the village with the use of the same language, and its culture has been closely linked. At the same time, from the point of view of the content of education, preschool education in the minority villages more is to show filial piety etiquette as the core of Confucianism. Clan was to maintain the benign operation, need to rely on the relationship between the pecking order, life etiquette and ethics constraint family members. At the same time, the children in the village of collective propaganda activities, in order to be able to influence the way to the ear. Such as, “imperial edict” activities, general of the village in a higher degree of knowledge, hope the public people, according to the contents of the sanctity of the altar regulation, white surname were preaching and explain. The book of the article, and the village of the township regulations and the system is closely integrated into the village of children education is an important way. In the village social education covers respecting the elderly and taking good care of children, unity and harmony as the main content and its value orientation includes many of ethics which have loyalty/fealty, filialness, chastity and righteousness/chivalry and Kindness, Justice, Etiquette, Wisdom, Faith. Refract out the core of Chinese traditional social operation, embodiment of traditional Chinese values of fine pulp.

In 1949-1979, China’s rural areas in a variety of “movement”, the rural social and culture become the product of political movement. Under the background of social changes, the children’s education is also in a complicated situation. After 1958, “great leap forward” of 1990s, the broad masses of the people in line with the principle of the workers, peasants and, most adults still need to sense of the farm work at night, people’s cultural activities is almost blank. In 1966-1967 “ten years of chaos”, in the political rhetoric of the “leftist”, children need to recite “quotations from Chairman Mao”, “three articles” and other; some musical activities were

banned, and model operas is filled with in the village. In the late 1970’s, the open air film in the countryside has become one of the popular recreational activities, and has a positive influence on people’s life. Such as “under mountain high ring”, “Xiaobing Zhangga”, the Honghu, “railway guerrillas” film, the film praised the make a great contribution to the impact of people for the liberation of China, the difficulties to keep positive and optimistic, indomitable spirit, children in this kind of social atmosphere infected.

### 3.3 1979-Present

After 1980, the rapid development of rural pre-school education in our country, the minority villages in the pre-school education has begun to get a certain development. However, because of the basic education in China followed the “City Oriented” model of running a school. With the increase of the exchanges and interactions with the outside world, through mass communication, media communication and so on various ways to continue to intervene in the village, the villagers gradually contact to the Chinese dialect and Mandarin Chinese, forming “multilingual” environment. Children learn from the family of the mother tongue, to the village to learn some of the Chinese language, and then the kindergarten are faced with the conversion between several languages. Especially for Yi and Lisu children, children from the family and the village school to the mother tongue, and do not understand the language and Mandarin, in the preschool, language becomes the kind of the barriers between the children. At the same time, the content of infant education reflects the trend of mainstream culture. At present, there are some of the children in teaching received preschool education, preschool education is supposed to teach them simple grade, this and the practical needs of parents coincide. Preschool education in ethnic regions become accessories to primary education, specific performance for parental education motivation, education target, education content, the more positioning in preschool education in primary school education foundation of salvage, the thought in the concept of parents can be described as reaching the entrenched position. This “urbanization” in the setting of pre-school education, local knowledge has been labeled “backward” label, hidden behind and civilization, binary opposition from the traditional and modern. Children from the family, the village to the nursery, to nourish children’s growth in the local knowledge of aphasia, and replaced by the mainstream society of knowledge, more mapping knowledge and local knowledge of two different cultural spaces. If we say that the traditional community is to sacrifice efficiency as the cost of adaptation, then in the context of industrialization, nationalization and globalization, in order to pursue efficiency, the national education is to sacrifice individual differences, the completion of the homogenization of the society (Ding, 2003).

## 4. STATE POWER

Education and politics, the two influences each other, mutual restraint. In our country, politics mainly through the following ways: (a) the politics through certain organization means to educate the education, (b) through a series of policies and policies by the government and political parties, (c) the law, (d) direct ideological and political education in the education (Ye, 2003). Preschool education is an important part of basic education, and it is the most important part of the education system in our country. The national political power is not only the driving force of the development of preschool education, but also the development of the education. Through history, it can be found that there is a close relationship between the development of preschool education and the state power. The power of national politics has a profound impact on the nature of children's education, the management system, the purpose and the purpose, the activity curriculum design, and so on. Cohen Y, for example, argues that the state or society is to establish a school, which is to ensure the existence of the current system by consistently providing the children with the doctrine, symbol and concept of the country (Yuan, 2013).

### 4.1 1911-1948

During the period of the Republic of China, "imperial power in the county", sky high and the emperor far "and so on, is still Chinese traditional villages during the period of the most vivid description (Fei, 2007). When describing the composition and power structure of Chinese traditional society, Webb thinks that the village is a kind of autonomous unit that is very far away from the old government. At this point, the village community in accordance with its own structure and logic, brewing a unique set of system, in order to maintain the operation of the village community itself, which shows that the state and the village society are alienated. Correspondingly, traditional rural society education mainly by the clan, the squire folk strength such as domination, by the power of the rural society of the "community" controls the "self" state of early childhood education. Although, in this period, a series of policies and programs, such as "normal school order" and "normal school regulations" (1912-1913), "the rules for the implementation of the National School" in 1915, "the implementation of the programme of education at all levels of war" in 1932. But in a situation very turbulent period, early childhood education is always turmoil and change the characteristics of; at the same time, "imperial no politics in the county", resulting in the provisions promulgated by the state early childhood education difficult to intervene in the village community system. Traditional village "community" of the pattern, the need to rely on strict tutor and rigorous village regulations and folk about constraints on people's behavior, children in the natural atmosphere, accept education of "self" and can influence. As a result, the state

power in the period did not have much influence on the education of children in the minority areas.

### 4.2 1949-1978

In 1949-1978, as a result of entering the socialist society, the current main contradiction from the class to the contradictions of the people's internal contradictions, to develop the productive forces. Countries hope that through a series of political reforms, in order to control rural society, improve people's living conditions. Wang (2004) said, since 1950s, China's social practice can be used to "move" to summarize the replacement. As a country full of "movement", the power of the country has been swept through the various corners of the society through the political power, the original purpose of the movement. Land reform, the four clean movement, collectivization, the cultural revolution and a series of movement, the political country with extremely powerful force involved in the village, and subversion of the traditional rural social power structure. In the field of early childhood education, the state has introduced policies, policies for the protection and development of the child protection and development policy, the policy of the kindergarten curriculum policy and so on. Under the guidance of national policy, the development of children's education in minority villages has been obtained. According to the records of the Jianchuan County Educational Ethnography. In 1958, the total number of kindergartens for 181. The Ministry of Education held 3, collective organizing 171, class number was 354, the total number of children was 15,042. In 1959, the total number of kindergartens was 142, in which the Ministry of Education held 8, 134. Class number was 227, the total number of children was 6,341. In the field of early childhood education, the value orientation of its policy is mainly expressed as follows: (a) the need of society, (b) the emphasis is on the uniform (Xing, 2008). Under special circumstances, the instrumental value of early childhood education and education is still the dominant position, which is determined by the level of productivity development at that time. It can be said that the establishment of the nursery is to set up the task of women from the care of the child's task, to increase the labor force, is a productive labor demand. Of course, this reflects the basic role of early childhood education in social development, but also the specific embodiment of social function of education.

### 4.3 1979-Present

In 1978, the Chinese Communist Party held the Third Plenary Session of the eleven. The country is in a new situation of reform and opening up, education into the track of healthy development, rural pre-school education ushered in the development of a good time. With the state power intervention in rural society, early childhood education policies like bamboo shoots after a spring throughout the all corners of the country. The state gradually clear from the central to the local management



responsibilities, management approach to implement the local responsibility, hierarchical management, hierarchical management, the county level and other management methods; mobilize and encourage social forces at all levels, there is a plan, multi form, multi-channel development of early childhood education, rural areas to encourage collective run kindergartens, private run park, the development of early childhood education has been greatly improved. Jianchuan County of minority population accounted for more than 93%, but Minority Preschool Education under the impetus of the national strength, a larger space for development. According to the records of the Jianchuan education records: "In 1980, county women's Federation in accordance with the instructions of their superiors, in under the leadership of the county, pay attention to children's education, active positive will preschool education work to the countryside. In 1981, Jianchuan County Working Committee coordinated the establishment of children. By the end of 1982, a seven clubs in the county town, have a kindergarten (class), 68 classes at the park, the children into the garden of 2,247, 72 people in the park, the public 1 class 3, 110 people, 4 teachers, the rest were collectively do) (Zhang, 1992). From the Ministry of Education held a kindergarten, the rest are the collective nature of the village's preschool or kindergarten, has reached 65. Can be seen, the national political power of minority villages in the development of early childhood education, played an indelible function.

## 5. THE MAIN DEMAND

The American psychologist A. H. Maslow thought that all behaviors of people are

Caused by need, according to need's development levels, he divided it into different

hierarchy, and proposed hierarchical theory of needs. On the basis of cascade relationship from junior to senior, it separated into 5 levels, physiological needs, security needs, social needs, self-esteem needs and self-fulfillment needs. As the main body of education, infants' parents must require to meet the basic physiological needs and security needs, finally develop towards respect and self-fulfillment needs.

### 5.1 1911-1947

During the period of the Republic of China, the demand of the rural people in the early childhood education is reflected in the ethical and moral. At that time, the rural society is in a decadent situation, people mostly for the livelihood and rush. The traditional village society is a society which takes "the rite" as the core. In the long term of cultural choice, the children's education in the minority villages in the family education and social education, this kind of education and rural culture. In order to maintain the natural order of the village society and continue the

natural life of the country, we need the children to acquire the ethical standard of the village society. Under the situation of rural social and economic state of abundance doesn't, only a handful of economic well-off family can for the children to provide "private" or "private" education. Most early childhood education is completed in the family education or village social education. Children were shaped into such people who have some quality of Charity Morrison, respecting the elderly, taking good care of children and having high morals. The Enlightenment of "Rites" and the traditional social demand of the fit. In a sense, it is the people's recognition of self culture, which is adapted to the moral standard of the traditional village, which is the identity of the people.

### 5.2 1949-1978

The demand for children's education is a labor demand during 1949-1978. In 1958, the rural areas to implement into the collective, national villages in the production brigade, the production team for the collective labor, produced a "hold", "nursery" and other organizations, such a sense of child education. The purpose is to liberate women and to engage in productive labor. At this time, the children's education is closely related to people's real life needs. "Jinhua edema disease incident" in 1960, all nurseries, kindergartens all part. When people's real life in a chaotic situation, the actual life of the villagers can not meet their basic food and clothing, the people's most basic physiological needs are difficult to be guaranteed, people's attention to the child is also reduced to a minimum. Cultural Revolution during 1966-1976, rural society overall experience of the Holocaust and the near collapse of the rural economy and people's lives in hot water, early childhood education stagnation. Can be seen, "education is rooted at that time, local people's actual living needs, education originated in the practical, it is human activities and social life as a means to help.

### 5.3 1979-Present

1979-present, people's demand for children's education is diversified. After 1980, the preschool education in the minority areas got a great development. With the expansion of people contact with the outside world, civilised people thought, consciousness raising, on early childhood education demand diversified and multi-level needs. In the early 90's, the rural implementation of the "household contract responsibility system", the family has become the basic unit of production labor, individuals need to work hard to get better material conditions. The rise of the preschool, just to meet the parents of young children unattended demand; at the same time, under the guidance of "official", the main function of preschool education is for the future lay the foundation to become parents the common aspiration of the. In recent years, people's demand for the early childhood education has changed a variety of changes. Children in remote

mountainous areas, with the reduction of school-age children, the state will be a village school change into a centralized school policy oriented, the children can only learn in teaching points, or need to walk more than 2 hours to go to kindergarten. Parents said the “Park” or “to the nearest Park” strong desire for young children; only to the nearby park village, parents demand is gradually turning to the quality of education, such as educational philosophy, activity curriculum, intelligence development and so on. As can be seen from the “not park to the nearby park, from the” Park “to” admission quality change, parents of preschool education transformation, source in the demand, level of demand higher and higher demands on early childhood education.

## SUMMARY

Childhood education transitional elements of ethnic minority villages are a “Five Elements” theory. First, element is social environment, educational atmosphere which mainly build by natural geography, traffic convenience, ideas, attitudes and behavior, they affect the layout of the kindergartens, development speed and scale; second is social structure, the governance activities from patriarchal clan authorities to political authorities then to villagers’ committee, result in changes for children educator, parenting style and nurture; third is village social culture, children’s space transformation from family and village to kindergarten affect the variations of children’s communication language and learning content, the novation of traditional culture and children’s education affect the change; fourth is national politics, Self-governing of village community and national politics gradually get involved and comprehensive intervention of national politics influences childhood education orientation, transformation of goal and content; fifth is demand of educational subject, centralized demand to diversified demand, promote the childhood educational trend that from focus on quantity to focus on quality. In brief, influencing factors for educational changes in ethnic minority villages are the product of multiple influences. Different factors interplay with each other, mutually conditioning. Influence the development of early childhood education.

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