

The Connotation Characteristics, Logical Reasoning and Innovative path of Children's Gratitude Education

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Abstract: As an important moral emotion experience, gratitude is related to the development of individual moral quality, which depends on the education of gratitude to children from childhood. Children's gratitude education has distinct stage characteristics and practical characteristics in its connotation, and it needs to carry out a trinity mechanism covering gratitude cognition, emotional experience and behavior practice to ensure a complete structure of recognizing, knowing, being grateful and repaying. At the same time, children's gratitude education has inherent logical reasons, which can continue the traditional Chinese gratitude education in historical logic, practice the early cultivation of socialist core values in political logic, and promote the solution of their alienation dilemma in practical logic. Only on the basis of following the internal mechanism of gratitude education, adhering to the three dimensions of subject, content and method, and comprehensively determining its practice and innovation path, can we effectively crack the reality of alienation and improve the pertinence and effectiveness of gratitude education for children.

Keywords: Children are grateful; Gratitude structure; Children gratitude education; Three-dimensional practice path

DOI: 10.62639/sspjess01.20240106

As a traditional virtue of the Chinese nation, gratitude is a common issue of common concern in Chinese and Western culture. It affects people's ideas and codes of conduct, and is widely concerned by philosophy, sociology, psychology, pedagogy and other disciplines. As a kind of moral emotion education with emotion and morality, and human nature education that arouses human nature, gratitude education should start from childhood.^[1] This is conducive to the cultivation of socialist core values in China, and the promotion of interpersonal harmony and social stability. "Guidelines for Early Childhood Education" emphasizes the "five loves" education of "love parents, teachers, peers, hometown and motherland". Its goal is to guide children to learn to be grateful and cultivate children's good feelings, and lead and reflect the direction of children's gratitude education. At present, there are relatively few theoretical discussions and practical explorations on children's gratitude education, and more people focus on gratitude education in other education stages, especially in the current society, which has not attracted enough research attention. This situation is not conducive to the theoretical deepening and practical progress of children's gratitude education. In order to promote the realistic optimization and sustainable development of children's gratitude education, it is necessary to deeply explore the connotation and characteristics of children's gratitude, and deeply reveal the logical evidence of children's gratitude education, and then put forward the practical innovation path of children's gratitude education from the three-dimensional perspective of subject, content and method.

(Manuscript NO.: JIESS-24-6-D001)

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1. The Connotation and Characteristics of Preschool Gratitude Education

Gratitude mainly belongs to the category of individual psychological activities, which is more inclined to the field of moral emotion. The ancient Roman philosopher Cicero declared that "Gratitude is not only the greatest virtue, but the source of all other virtues." Rousseau notes, "Without gratitude, there is no true virtue." Although early childhood gratitude education is oriented to multiple objects, has multi-dimensional attributes and covers multi-dimensional fields, the most basic thing is to deeply grasp its connotation characteristics.

(1) The stage characteristics of children gratitude education

Thanksgiving, as an individual internal psychological activity, is generally regarded as an emotional experience, a state of mind, an emotional trait or a virtue.^[2] Its internal psychological process includes three structural elements: gratitude cognition, gratitude emotion and gratitude behavior. Gratitude cognition refers to the ability to perceive the favor and help of themselves, and to generate recognition in the heart.^[3] The core of the cognitive level is gratitude judgment. Gratitude is a pleasant emotional desire of gratitude produced on the basis of gratitude. Thanksgiving action is the external expression form of gratitude understanding and gratitude emotion, pointing to the practical level of gratitude. It should be seen that the individuals gratitude psychology is closely related to the evaluation of gratitude behavior, and reflects certain attribution methods, which affects the individuals gratitude tendency.^[4] Generally speaking, those with gratitude tend to adopt external attribution of positive results, while those without gratitude often adopt internal attribution of positive results. The attribution method affects peoples gratitude cognition and gratitude emotion.^[5] Gratitude cognition, gratitude emotion, gratitude behavior is a spiral rise.

As a kind of moral and emotional education, children gratitude education focuses on shaping children gratitude cognition, gratitude emotion and gratitude behavior, and implements a trinity of early childhood gratitude education mechanism covering gratitude cognition, emotional experience and behavior practice. Children gratitude cognition stage focuses on guiding children to be egocentric and forming independent and independent gratitude judgment ability. Children gratitude germination occurs in an environment full of love, and children need to be guided to produce gratitude and empathy in an atmosphere full of love. Children Thanksgiving behavior stage needs to further induce the emergence of gratitude behavior on the basis of Thanksgiving cognition and empathy. The reasonable analysis of children gratitude education stage is an important basis for grasping its connotation and characteristics. Educators should give full play to the wisdom of education, and encourage children to understand the cognition of gratitude, accumulate gratitude emotion, highlight gratitude behavior, and then really get good gratitude quality.

(2) Practical characteristics of gratitude education for young children

As an interpersonal phenomenon, gratitude needs to be investigated in the practice of communication between people.^[6] The gratitude education around the process of gratitude includes guiding people to correctly recognize, know, gratitude, gratitude and gratitude. Among them, gratitude and gratitude belong to the practical level of cognition, mainly to identify the essence and authenticity of kindness, and know the psychology of gratitude; gratitude is the emotional experience of pleasure, warmth and happiness generated on the basis of gratitude and gratitude;^[7] The reward is based on a voluntary return of the recipient; beyond the specific recipient, the benefactor becomes a new benefactor, forming a good cycle of kindness between people.^[8] We believe that the complete sequence of gratitude process is by the benefactor of kindness or good, recipients in receiving grace at the same time, the internal psychological corresponding cognitive analysis, emotional processing, produce a clear rational cognition and emotional identity, and then gratitude return, eventually form benefactor-good kindness-recipients-gratitude circulation structure. From the perspective of childrens gratitude, their donors not only include the micro environmental factors, such as kindergarten, family and community, which children face, but also include the macro

social environment that has an important impact on childrens development. Childrens gratitude education should stimulate childrens emotional experience and practical actions of gratitude through the positive role of all kinds of donors, so as to make gratitude "internalized in the heart and externalized in the practice". At the same time, it should make clear the equal relationship between their kindness and receiving, fully respect children, pay attention to avoid exposing childrens privacy and hurting childrens self-esteem.^[9] In addition, we should focus on reflecting the moral and emotional education of childrens gratitude through the positive guidance of the gratitude process, at the same time teach certain ways of gratitude, and pay attention to the diversified ways of childrens gratitude education. At present, children gratitude education in China mostly adopts the methods of example demonstration, truth telling, theme class meetings and large-scale activities. Compared with the traditional simple emphasis on gratitude cognitive education, the latter two ways are more in line with modern educational concepts and are more conducive to stimulating children main emotional experience. Only by actively using games and activities and other ways, taking into account children individual psychological and practical needs, can we effectively reflect the pertinence of children gratitude education and ensure the effectiveness of educational goals.

2. The Logical Reason for Children Gratitude Education

Children gratitude education has an internal logical basis. Starting from the triple logic of Marxism, the logical reason of children gratitude education is that the traditional Chinese gratitude education can be continued in the historical logic, the cultivation of core values can be practiced early in the political logic, and the realistic logic can promote the solution of the current alienation dilemma.

(1) To continue the historical tradition of Thanksgiving education in China

Human gratitude education has a long history, China has emphasized gratitude education since ancient times, and generally exists in the ancient life education, as an important means of moral and ethical education. In order to maintain social ethics and feudal rule, China feudal society has implemented the feudal etiquette education with the nature of gratitude for a long time, and generalized the kindness of the superiors, the parents and the kindness of the husband and wife into the feudal etiquette and ethics, and formed a long-term tradition of gratitude. In the new era, China should continue the Chinese traditional gratitude education, and strive to carry forward its reasonable core. We should not only adhere to the traditional essence of respecting the old and loving the old and the young, the brother respectful and humble, and being grateful, but also be alert to the tendency of vulgarization, simplification and blind retro,^[10] Strive to reflect the particularity and hierarchy of children gratitude education, and actively give children gratitude education distinct characteristics of The Times.

(2) Cultivating core socialist values

The patriotism, dedication, integrity and friendship emphasized in the Opinions are actually the expansion and sublimation of the quality of individual gratitude."dedication" to gratitude to the profession, "integrity" to gratitude to friends, and "friendliness" to the gratitude and kindness after receiving favors. Through gratitude education for children, children can cultivate their sense of gratitude, enhance their recognition of socialist core values, and lay a good moral and emotional foundation for them to become qualified citizens in the new era."Kindergarten education Guidelines" clearly proposed to guide children to learn to love their parents, elders, love their teachers and peers, love the collective, love their hometown, love the motherland. As a response to the "five love education", we must attach importance to the gratitude education for children, so as to practice the early cultivation of socialist core values.^[11]

(3) Crack the alienation of children gratitude education

Thanksgiving, as a traditional virtue of the Chinese nation, should be fully inherited and carried forward. In

particular, gratitude consciousness, as the good end of peoples moral conduct, is also an important growth point of moral education, which is related to children moral emotional development, as well as interpersonal harmony and social development. Children sense of gratitude is not spontaneously acquired, but cannot be separated from the effective gratitude education jointly carried out by the family, the kindergarten and the society. It should be noted that gratitude education for children in China often fails to get enough attention and profound attention, and the reality exists in formalization, simplification and coercion. The reason is that the gratitude education is loosened in our history, which makes the value of gratitude education in market economy and society, at the same time, there is the inaction or low effect of gratitude education.^[12] These conditions make some children in reality often insensitive to gratitude, which seriously affects the cultivation of their moral emotions and their healthy growth in the future. The survey shows that in recent years, many children in China sense of gratitude is very weak, often only know how to receive gratitude but do not know how to be grateful, can take the initiative to express gratitude words or behavior.^[13] Therefore, it is necessary to solve the alienation dilemma of children gratitude education from the realistic logic, so as to effectively cultivate children gratitude consciousness and reconstruct the children gratitude education system.

3. The Innovative Path of Early Childhood Gratitude Education

Children gratitude education must follow the existing theoretical guidance, follow the internal mechanism of gratitude formation, and determine its practical innovation path from the three dimensions of subject, content and method. Only in this way can we effectively solve the current reality of alienation and improve the pertinacity and effectiveness of children gratitude education.

(1) Subject dimension: to build a pattern of promoting multiple subjects

Family, kindergarten and society play their own important functions in the process of children growth, and are the three-dimensional main elements needed for children comprehensive and healthy growth. Children gratitude education needs to be based on the main elements, build a multi-subject promotion pattern, and effectively promote the effective achievement of children gratitude cognition, gratitude emotion and gratitude behavior.

First, family is the starting point of children gratitude education, which should fully reflect the effect of family gratitude education. As the main body of the implementation of family education, children parents should understand the age characteristics and individual differences of children, actively cultivate children gratitude consciousness and gratitude behavior, and set a good example of gratitude by words and deeds. At the same time, they should grasp the suitability of gratitude education and avoid the alienation of children gratitude education.

Secondly, kindergarten is the main position of early childhood education, which should give full play to its educational effect and actively carry out early childhood gratitude education. Kindergartens have the advantages of professional educational personnel and environmental resources, and while giving full play to their own advantages, they can also jointly promote the comprehensive implementation of children gratitude education by guiding the home co-education and the kindergarten community co-education. In this regard, Should focus on the effectiveness of teachers gratitude education, Teachers themselves must love their children and be grateful, Try to infect with their own lofty personality to infect children, Provide children with a positive and effective gratitude demonstration; at the same time, To actively carry out home cooperative co-education, By opening a parent school and setting up a parent committee, Help parents to change their educational philosophy, Jointly implement the gratitude education for children; besides, We should attach importance to the development of garden and community co-education, Make full use of community resources, Help children to experience the gratitude activity situation, Provide young children with the relevant experience perception of gratitude, For

children to get practical gratitude cognition and gratitude emotion, And practice certain acts of gratitude.

Thirdly, society is an important support to promote children gratitude education, and we should actively play the important influence of social environment and social communication on children gratitude personality. Early childhood gratitude education aims to promote the harmonious coexistence between people by cultivating children gratitude consciousness and gratitude emotion. At the same time, it is more necessary to see the gratitude atmosphere of mutual gratitude and fraternity in the social environment, which helps children to obtain positive gratitude education in the way they hear and see, so that they can achieve subtle good growth. Therefore, we should pay attention to the gratitude communication in the social environment, to promote children to receive more extensive gratitude education.

In short, families, kindergartens and society should perform their respective duties and cooperate with each other to form a trinity of gratitude education pattern, and jointly promote the formation and development of children gratitude consciousness, gratitude emotion and gratitude behavior.

(2) Content dimension: to build a multi-level content system

The content of early childhood gratitude education is determined based on its goals. From the perspective of the internal structure of individual gratitude, preschool gratitude education should include the comprehensive cultivation of children gratitude cognition, gratitude emotion and gratitude behavior. From the external performance of individual gratitude, children gratitude education should include children gratitude to their parents, teachers, and the kindergarten, the society and the country. The development of gratitude quality within individuals depends on the gratitude cultivation practice of external performance.

First of all, from the perspective of internal structure, children gratitude education should strive to build the content system of children gratitude cognition, gratitude emotion and gratitude behavior. Gratitude cognitive education focuses on teaching children to recognize and know grace, which is the premise and basis of gratitude and gratitude, so we should understand the reason, help children learn to distinguish grace and form a rational understanding of gratitude. Gratitude emotional education focuses on making children form a positive emotional experience of gratitude, and then voluntarily make gratitude behavior and be willing to pass on grace. Therefore, we should move to love, provide children with opportunities to experience gratitude, and promote children to have positive feelings of gratitude. Thanksgiving behavior education focuses on making children willing to practice appropriate gratitude behavior and subsequent gratitude actions on the basis of gratitude cognition and gratitude emotion. Therefore, we should strive to strengthen the performance of gratitude behavior, and at the same time adhere to the principle of moderation in the gratitude actions to avoid mandatory and beyond the scope of children ability.

Secondly, from the external performance, children gratitude education should build a comprehensive multi-faceted content system. One is to take Thanksgiving parents and teachers as the starting point of children Thanksgiving education. Parents and teachers have the most direct impact on children growth, and children must know how to be grateful to their parents and teachers. Parents not only give their children life, but also use their whole life to create a better life for them. Parents love is the most selfless and not sought in return. Based on their own professional role, teachers are on their duty to conduct childcare education for children, but their sincere care for children is also without return and sincere. Second, the Thanksgiving kindergarten should also be included in the children Thanksgiving education content. As the first formal education place in the process of children growth, the kindergarten provides comprehensive learning activity conditions, communication environment and cultural atmosphere for children growth, and thus lays a solid foundation for children lifelong development. Many outstanding talents often emphasize the important influence of kindergarten on their success, and should actively guide children to be grateful for kindergarten education. Third, gratitude to the country and society should become an important part of children gratitude education. By providing favorable macro environment conditions

for their growth, the country and society are comprehensively related to the healthy growth of children. Thanksgiving society, Thanksgiving to the motherland should become the core content of children Thanksgiving education, must be from Small cultivate children Thanksgiving patriotic consciousness and feelings^[14]

(3) Method and dimension: to adopt a diversified method system

Children gratitude education needs to adopt diversified choices of methods and dimensions based on the characteristics of children physical and mental development, the rules of gratitude education and the target content system, so that it will constantly become an integrated system combining environment construction, life penetration and specialized activities. First, we should actively create a good environment and promote children gratitude education to achieve practical results. The construction of the environment should be in line with the actual development of children as far as possible, suitable for the practical needs of children gratitude education, not only to actively create the family environment and kindergarten environment, but also pay attention to the creation of community environment and social environment, to ensure the material environment and spiritual atmosphere needed by children gratitude education. Second, children gratitude education should be normalized and life-oriented.^[15] As a kind of emotional experience, gratitude can only have a heartfelt desire and behavior to give rewards. Since the cultivation of gratitude awareness can not be achieved overnight, children gratitude education needs to return to specific life. Starting from the details of life, let children experience gratitude and practice gratitude in a wide range of real life. Third, children gratitude education must also be through special forms of education, such as example guidance, situational experience, practical education, festival activities, so that children can truly obtain a systematic and coherent gratitude cognition, and then promote their gratitude emotion and gratitude behavior to achieve good results.

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