



Research on Healthy Personality Training and Family Education Guidance for Adolescents -- An Exploration Based on the New Curriculum Standard in 2022

Jinlin Wu ¹, Fangzhen Wang ^{2,*}

¹ Longkou West Primary School, Tianhe District, Guangzhou, 51000, Guangdong, China

² Guangdong Communication Polytechnic, 51000, Guangdong, China

Abstract: Through the research and analysis of sound personality development of adolescents, this thesis explores the relationship between adolescents' personality development and the guidance of family education in the light of the requirements of the new curriculum standards of 2022, and puts forward relevant research and practice suggestions. Through the review and theoretical analysis of existing literature, it is found that family education plays a crucial role in shaping adolescents' personality development. The paper further explores how to develop effective guidance for adolescent personality development in the family environment in accordance with the requirements of the new curriculum standards of 2022. Finally, the paper puts forward some suggestions, including strategies for family education, teacher training, and school-family cooperation, with a view to providing references for sound personality development and family education guidance for adolescents.

Keywords: adolescents; sound character; homeschooling; 2022 curriculum standards

1. Introduction

Adolescence is a critical stage of personality development when personality traits and values are often formed and consolidated. Sound personality development is of key significance to the growth and future development of adolescents. However, there are a series of personality development problems in the current society, such as weak moral concepts, difficulties in emotional management, unclear self-identity and so on. Therefore, it is of great practical significance to study how to cultivate the sound personality of adolescents and guide them to establish a correct worldview, outlook on life and values.

2. Materials and Methods

This study aims to explore the relationship between the cultivation of sound personality of adolescents and the guidance of family education, and to put forward relevant research and practice suggestions in the light of the requirements of the new curriculum standards in 2022. This study adopts the methods of literature review and theoretical analysis to conduct in-depth research on theories and practices in related fields, and summarise the existing research results in order to promote the sound personality development of adolescents.

3. Discussion

3.1 Theoretical Research and Practice on Sound Personality Development of Adolescents

This part will review and summarise the relevant research results on the characteristics, influencing factors and current situation of adolescent personality development. At the same time, it will analyse and evaluate the influence of traditional family education on adolescent personality development, and discuss the requirements of the new curriculum standards of 2022 on adolescent personality development.

Adolescence is an important stage of personality development, which is significant for developing sound personality traits and establishing positive social relationships. The formation of adolescent personality is influenced by a variety of factors, including heredity, family environment, school environment, social environment and so on.

3.1.1 Genetic aspects

Studies have found that an individual's genes have an influence on personality traits.^[1] For example, some studies have shown that genetic factors may be associated with an individual's extraversion, introversion, and neuroticism. However, genetic factors are not decisive and the role of the environment is also crucial.

3.1.2 Family environment

Family environment is one of the most important factors influencing the personality development of adolescents. Parenting style, family atmosphere and family values all have an impact on the formation of adolescent personality.^[2] It has been found that warmth, support and encouragement in the family environment help develop adolescents' self-esteem, self-confidence and social skills. On the contrary, poor family environments, such as parent-child conflict and domestic violence, may lead to the emergence of emotional problems and behavioural problems among adolescents.

3.1.3 School Environment

The school environment also has a significant impact on adolescents' personality development.^[3] It was found that a positive school climate, favourable teacher-student relationship and an educational environment that encouraged students to develop their personal interests and strengths could help develop positive personality traits in adolescents. In addition, active participation in extra-curricular activities and community services are also important ways to help adolescents develop social skills and positive personality.

3.1.4 Social Environment

The social environment also has a significant impact on the personality development of adolescents.^[4] Factors such as socio-cultural values, peer relationships and the media may have an impact on adolescents' values and behavioural patterns. For example, the socio-cultural emphasis on authority, competitiveness and cooperation may influence adolescents' personality traits and behavioural patterns. Peer relationships are also important factors in the personality development of adolescents, with their circle of friends and social networks influencing their behaviour and attitudes.

3.1.5 Traditional family education

Traditional family education plays an important role in the personality development of young people.^[5] Traditional family education focuses on cultivating children's basic qualities such as manners, morals and sense of responsibility. This type of education emphasises parental discipline and norms, and passes on family traditions and values. The advantage of traditional family education is that it emphasises the transmission of moral norms and social order, and helps to cultivate discipline and a sense of responsibility in young people.

However, traditional family education also has some disadvantages. It may place too much emphasis on parental authority and children's obedience, limiting the autonomous development of individual adolescents. In addition, traditional family education may face difficulties in the modern social environment, as social development and changes in values may conflict with traditional concepts.

In response to the needs of modern society for adolescent personality development, the new curriculum standards of 2022 put forward new requirements for adolescent personality development. The new curriculum standard focuses on the development of students' comprehensive literacy such as creativity, communication skills, critical thinking and interpersonal relationships. It emphasises student agency and participation, and encourages students to develop their interests and strengths. The new curriculum standards also emphasise the co-operation among schools, the community and families in promoting the holistic development of young people and the cultivation of a sound personality.

3.1.6 Summary

To sum up, adolescent personality development is a process of multifactorial and comprehensive influence. Heredity, family environment, school environment and social environment all have an important impact on the formation of adolescent personality. Traditional family education plays an important role in adolescent personality development, but it also needs to face the new demands for personality development in modern society. The new curriculum standard of 2022 puts forward new requirements, emphasising the cultivation of adolescents' comprehensive literacy and personality development. In practice, we should take into account various factors to provide diversified and all-round personality development support for adolescents.

3.2 Cultivation of Sound Character in Adolescents and Guidelines for Family Education

This part will elaborate on the importance and role of family education in the development of sound personality among adolescents, and how to adapt the guiding principles of family education to the new curriculum standards of 2022. At the same time, it will discuss the

synergistic and co-operative mechanism between schools and families to enhance the comprehensive effect of adolescent personality development.

The cultivation of sound personality of adolescents is a comprehensive process in which family education has an important position and positive role. Family education has a unique impact on adolescent personality development because the family is one of the most important social environments for adolescents and an important place for them to learn social norms, values and behavioural patterns.

Firstly, the process and content of family education can play a direct role in guiding and influencing the personality development of adolescents. Parents, as the first teachers of their children, cultivate and guide their children's character, sense of responsibility, self-discipline and social skills, and other characteristics of a sound personality, by means of teaching by word and example, family activities and family norms within the family. Through family education, young people can learn from an early age to respect others, care for others, share and co-operate, and develop important qualities such as a sense of justice, courage and moral values.

Secondly, family education is the main source of the formation of adolescents' values and behavioural patterns. The family environment and the transmission of values by family members play a crucial role in the personality development of adolescents. Family education can help adolescents establish correct values, cultivate positive attitudes and moral values, as well as good behavioural habits and a sense of social responsibility. Through role model education and positive guidance from the family, adolescents can have a better understanding of social norms and values, and develop a correct code of conduct and sound personality traits.

Adapting to the new curriculum standards of 2022, family education needs to follow some principles and methods in order to better cultivate the sound personality of adolescents. Firstly, family education should focus on cultivating the comprehensive literacy and personality development of adolescents. Parents should respect their children's personality traits and interests and provide them with diverse learning and growth opportunities. Secondly, family education needs to focus on the establishment and maintenance of parent-child relationships, and build a good foundation of communication and trust. Parents should pay attention to their children's emotional needs, listen to their voices and establish a good intimate relationship with them. In addition, family education needs to cultivate the independence and autonomy of young people, guide them to learn self-management and decision-making, and develop good thinking and problem-solving skills.

Schools and families can enhance the effectiveness of personality development of adolescents through a synergistic and co-operative mechanism. Schools can work with families to formulate home-school co-operation plans to strengthen communication and interaction between home and school. Schools can organise parent meetings, home-school co-operation activities and family education training on a regular basis to provide professional education guidance and support. Families can actively participate in school education activities and community services, and work with schools to develop positive personality traits and a sense of social responsibility among adolescents.

To sum up, family education has an irreplaceable role in the cultivation of sound personality among adolescents. Family education can directly guide the personality development of adolescents and cultivate their sound personality traits and behavioural habits. The guidance of family education adapted to the new curriculum standard of 2022 should focus on cultivating the comprehensive literacy and personality development of adolescents. Schools and families can work together to promote the cultivation and development of sound personalities among adolescents through a mechanism of synergy and cooperation.

3.3 Effective Practical Experiences in Fostering the Sound Character of Young People

3.3.1 Strategies and methods of family education

Family education plays a crucial role in developing sound personalities among adolescents. The following are some effective practical experiences, strategies and methods that can help adolescents build up positive personality traits and physical and mental health.

(1) Provide a stable and warm family environment: Adolescents need a stable and warm family environment to develop their sense of security and belonging. Parents should endeavour to convey to their children that no matter what happens, they can always rely on and trust their families.

(2) Establish a positive and respectful mode of communication: It is important to have an open and respectful dialogue with adolescents. Parents should listen to their views and problems and respond with understanding and encouragement. In this way, they can build up trust and thus share difficulties and distress with their parents more easily.

(3) Provide appropriate responsibility and autonomy: Teenagers need to gradually take up their own responsibilities and develop the ability to make decisions on their own. Parents can gradually give them some independent tasks and decision-making, and provide guidance and support. In this way they will learn to be responsible and at the same time develop their self-confidence and maturity.

(4) Teaching emotional management skills: Teenagers often face emotional fluctuations and challenges, so they need to learn to manage their emotions. Parents can teach them some emotional management skills such as deep breathing, positive thinking and seeking support through modelling and coaching. This will help them cope with stress and difficulties and promote physical and mental health.

(5) Encourage physical activity and healthy habits: Physical activity and healthy habits are crucial to the development of adolescents. Parents can encourage them to participate in physical activities, sports and outdoor adventures to promote physical health and develop a balanced lifestyle. Parents should also create healthy eating and sleeping habits at home.

(6) Developing good values and character: Young people need clear values and moral codes to guide their behaviour. Parents should set a good example by conveying and emphasising core values such as honesty, respect, integrity and helpfulness. Through positive guidance and modelling, they will establish their own values and develop good moral character.

(7) Provide a favourable learning environment and educational opportunities: The environment in which young people learn is crucial to their personality development. Parents should encourage them to participate in useful learning opportunities and activities, such as

reading, visiting museums and attending training programmes. In addition, parents should also stimulate their creativity and curiosity to promote personal growth and development. In conclusion, fostering sound personalities among adolescents requires the comprehensive attention and support of parents. Strategies and methods of family education need to take into account the personalities and needs of adolescents and provide them with a warm, respectful, stable and educational environment. Through such efforts, parents can help them become confident, responsible and sound adults.

3.3.2 Nurturing and Supporting Teachers of Family Education

In fostering sound personalities among young people, nurturing and supporting family education teachers is crucial. The following are some effective practical experiences that can help improve the quality and capacity of family education teachers:

(1) Provide professional training: Family education teachers should receive systematic professional training. Such training may include courses on psychological knowledge, child development theories, family communication skills, problem-solving methods, and so on. Through these trainings, family education teachers and teachers can acquire the necessary professional knowledge and skills to better understand and cope with youth problems.

(2) Provide opportunities for practice: After training, family education teacher educators should have the opportunity to apply what they have learnt in practice. This can be achieved through internships, counselling projects, practical training, and so on. In practice, they are able to face real family situations and challenges, and exercise their problem-solving and counselling skills.

(3) Establishing a professional exchange platform: Family education teachers need opportunities to communicate and interact with other peers and experts. This can be achieved by organising professional conferences, seminars and lectures where they can share their experiences, learn from the latest research findings, and receive feedback and guidance.

(4) Providing continuous support and guidance: To ensure the growth and development of home education teachers, they need continuous support and guidance. This can be achieved through regular counselling, guidance and assessment. Home education teacher educators can receive guidance from experienced mentors or professional counsellors to help them identify their strengths and areas for improvement.

(5) Provision of resources and tools: Home educators need appropriate resources and tools to support their work. This can include educational manuals, teaching materials, toolkits, online courses, etc. These resources can help them provide appropriate guidance and support to young people and implement the home education programme effectively.

(6) Continuous updating of knowledge and skills: Teachers of family education should keep abreast of the latest researches and developments and continuously update their knowledge and skills. They may attend professional training, participate in research projects, read the latest academic publications, and so on, in order to maintain their professionalism and educational standards.

Through the above practical experience, family education teachers can enhance their professionalism and better support the sound character development of young people. They

will become counsellors and mentors whom parents and young people can trust and rely on to promote family harmony and the sound development of young people.

3.3.3 Mode of co-operation between schools and families

The school-family co-operation model plays an important role in the development of sound personalities among young people. The following are some effective practical experiences which can help schools and families to establish a positive co-operative relationship:

(1) Two-way communication: Communication between schools and families should be two-way. Schools can communicate regularly with parents about their children's academic progress, behavioural performance and other key information. Parents should also maintain communication with the school by providing information about the family background, the child's interests and special needs. This helps to promote mutual understanding and a shared concern for the child's all-round development.

(2) Regular parent-teacher conferences: Schools may organise regular parent-teacher conferences to give parents an opportunity to interact with teachers and school administrators. This can be a group meeting or an individual meeting for discussing the child's learning, home educational needs, behavioural problems, etc. Parents can share their observations and concerns about their child's development. Parents can share their observations and concerns, while teachers and schools can provide support, advice and solutions to problems.

(3) Home-School Co-operation Programmes: Schools and families can work together on a number of home-school co-operation programmes to promote the holistic development of students. This may include family visit days, parent-child activities, community service projects, and so on. Through these programmes, schools and families can focus on students' academic, social and emotional needs and work together to provide support and guidance.

(4) Information Sharing and Transparency: Schools should ensure transparency of information by providing parents with information on school rules and regulations, programme schedules, and activities. At the same time, parents should also provide timely information about their children, e.g., learning difficulties, personal interests, family situation, etc. This helps schools to understand and respond to students' needs, and in turn provide personalised teaching and support.

(5) Establishment of common goals: Schools and families should work together to identify developmental goals for students. This can be discussed and formulated during individual meetings, parent-teacher conferences or school activities. By establishing common goals, schools and families can collaborate to develop individual learning plans, behaviour management strategies, etc. to ensure that students receive consistent attention and support at school and at home.

(6) Support resources and training: Schools can provide support resources and training to help parents better understand and cope with the challenges of adolescent development. This may include parent education programmes, seminars, training courses, etc. These resources and training will help parents to acquire some parenting skills, understanding of children's psychological development and effective family communication mechanisms.

Through the above practical experience, schools and families can establish a positive and co-operative relationship to jointly promote the development of sound personalities among

young people. This mode of co-operation will provide a more comprehensive and coherent support system to ensure that students will receive attention, guidance and encouragement at school and at home, thereby achieving better learning outcomes and personality growth.

4. Conclusions

In this paper, we have explored effective practical experiences in cultivating sound personalities among adolescents, focusing on the strategies and methods of family education, the training and support of family education teachers, and the co-operation model between schools and families.

In family education, providing a stable and warm family environment, establishing a positive and respectful communication pattern, providing appropriate responsibility and autonomy, teaching emotional management skills, encouraging physical activity and healthy habits, and developing good values and virtues are all effective strategies and methods. At the same time, the training and support of family education teachers are also crucial, including the provision of professional training, practice opportunities, establishment of professional exchange platforms, provision of continuous support and guidance, provision of resources and tools, and continuous updating of knowledge and skills. The mode of co-operation between schools and families is also a key factor in fostering sound personalities among young people. Two-way communication, regular parent-teacher conferences, home-school co-operation programmes, information sharing and transparency, establishment of common goals, and supportive resources and training are all effective practical experiences.

5. Outlook

Future research should continue to delve deeper into exploring and developing effective practical experiences in fostering sound personalities among adolescents. The following are some potential research directions and outlooks:

- (1) Explore new family education strategies and methods: Researchers can further explore and develop new family education strategies and methods, applying advanced technology and media to meet the ever-changing needs of adolescents.
- (2) Emphasis on social and emotional development: Research can pay more attention to the importance of social and emotional development, and explore ways to help adolescents build good interpersonal relationships, develop emotional intelligence, and cope with and manage their emotions effectively.
- (3) Exploring the roles of the community and the school: the study can further examine the roles of the community and the school in promoting sound personalities among adolescents, and how to strengthen community resources and the school support system to provide more integrated support and guidance.
- (4) Data-based decision-making in family education: Using technologies such as big data and artificial intelligence, the research can develop tools for decision-making in family education based on data analysis and machine learning, which can help families assess and formulate personalised family education plans more accurately.

(5) Interdisciplinary research and cross-cultural comparisons: Further interdisciplinary research and cross-cultural comparisons can provide a more multi-dimensional perspective and a deeper understanding of the different approaches and factors involved in fostering a sound personality in adolescents.

Through continuous research and exploration, we can continuously improve the strategies and methods of family education, strengthen the training and support of family education teachers, as well as the mode of cooperation between schools and families, so as to escort the development of sound personalities among adolescents.

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