

# A Study on the Influence of Family Nurturing Environment on the Development of Psychological Resilience of Preschool Children

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**Abstract:** Psychological resilience of preschool children refers to their attitudes, habits, tendencies, preferences, and styles when dealing with learning tasks and situations. At present, there is a slight emphasis on defining the connotation of learning quality in different policy documents and studies, but the more frequent ones include initiative/motivation, focus, persistence, curiosity/interest, etc. The reason why preschool children's psychological resilience is gradually receiving attention from education policy makers, early education researchers, and preschool educators is because it plays a very important role in promoting children's academic performance and predicting their long-term development. This article will analyze the impact of family upbringing environment on the psychological resilience development of preschool children by elaborating on psychological research and experimental results in academia. This article found through research that there are currently three main types of psychologists' research on the concept of psychological resilience in the academic community.

**Keywords:** Nurturing Environment; Psychological Resilience; Preschool Children

## 1. The Definition of Resilience Psychology and Current Research Achievements

The first type is the definition of outcome, and researchers usually define psychological resilience based on mental health, function, and social ability. They believe that psychological resilience is the maintenance of functions after experiencing stress, setbacks, and trauma, which refers to the competent behavior and effective functions of people in critical situations<sup>[1]</sup>. The second type is the definition of quality, which regards psychological resilience as an individual's ability and quality, which is a characteristic that an individual possesses. For example, psychological resilience refers to an individual's ability to recover from negative experiences and adapt flexibly to changing external environments.

This article believes that "psychological resilience" refers to the ability to cope with negative life events such as stress, setbacks, and trauma. The third type is a process definition, which refers to the process of individuals adapting well to stress events. It is a dynamic process. Psychological resilience not only exists in the differences of individual innate biological traits, but also is influenced by the acquired environment, education, and training. It should be regarded as the alloy of an individual's innate and acquired abilities. Generally speaking, psychological resilience and adaptability show a positive correlation, that is, the greater the resilience, the stronger the individual's ability to regulate the external environment, and the higher the level of adaptability. An individual with a high level of psychological resilience indicates that their comprehensive qualities in cognition, intensity of detachment, emotional activation, stress patterns, and personality traits have achieved the best match, regulation, and adaptation to the external environment, and can be externalized in the most effective way. Therefore, in a certain sense, the process of individual psychological occurrence and development is the process of their psychological resilience constantly increasing, which is also the process of their socialization and social adaptation level gradually improving and improving<sup>[2]</sup>.

Psychological resilience of preschool children also refers to their attitudes, habits, tendencies, preferences, and styles when dealing with learning tasks and situations. At present, there is a slight emphasis on defining the connotation of learning quality in different policy documents and studies, but the more frequent ones include initiative/motivation, focus, persistence, curiosity/interest, etc. The rea-

son why preschool children's psychological resilience is gradually receiving attention from education policy makers, early education researchers, and preschool educators is because it plays a very important role in promoting children's academic performance and predicting their long-term development<sup>[3]</sup>.

Some studies have explored the role of family environment in the development of learning quality in young children, but there are limitations. Firstly, previous studies have not adequately controlled for interfering variables, with most studies only controlling for the gender and age of young children, and some studies controlling for the socio-economic status of families, but few studies controlling for the innate temperament of young children. If the control of interference variables is not sufficient, the impact of family environment on the learning quality of young children will be exaggerated. Secondly, previous studies have mostly focused on the main caregivers of the family, with little distinction made between the influence of fathers and mothers. However, studies have shown that there are differences in the impact of fathers and mothers on the growth of young children<sup>[4]</sup>.

## **2. Experimental Analysis on the Influence of Family Background on Preschool Children**

The differential susceptibility hypothesis suggests that children have different sensitivities to the impact of parenting environments. Some children are more susceptible to the adverse effects of negative parenting environments than others, and are also more susceptible to the beneficial effects of positive and supportive parenting environments. Firstly, this article elaborates on the basic viewpoints of the theory of differential susceptibility and establishes statistical standards for differential susceptibility; Secondly, the empirical research evidence on the behavioral, physiological, and genetic aspects of differential susceptibility models in recent years has been highlighted, that is, how they regulate the impact of parenting environment on individual development as regulatory factors; Finally, a summary was provided on the limitations of research in this field and future research directions.

One of the important experiments revealed important factors, such as the extensive facts of early isolation or deprivation experiments, which fully demonstrate the significant impact of human social living environment on children's psychological development. This experiment involves causing young animals to lose or partially lose their normal living environment, and then comparing the differences in behavior between animals grown up in normal and abnormal environments to discover the impact of environment on behavioral development. In such experimental studies, research on the behavioral development of rhesus monkeys has a significant impact. The behavior of monkeys growing up alone in the laboratory and wild monkeys varies greatly. Monkeys grown up in the laboratory often sit in a daze, staring straight at each other. When strangers approach, they do not intimidate or attack their owners like wild monkeys, but only hit or even bite themselves, greatly damaging the development of social behavior<sup>[5]</sup>.

Based on the results of this experiment, researchers believe that the fundamental reason for the intellectual disability of children in the control group is the lack of necessary perceptual stimuli and responsive environments in orphaned children. Secondly, the social environment largely restricts the direction and level of children's psychological development. The direction, speed, and level of children's psychological development vary with different times and social living conditions. For example, children living in the early 20th century are significantly different in terms of intellectual level and mental outlook from those living in the late 20th century, especially in the early 21st century. The lifestyle, material conditions, cultural literacy, and family atmosphere of a family have a direct, profound, and lasting impact on children's psychological development.

## **3. Analysis and Reflection Based on Existing Research and Experimental Results**

This article summarizes the influencing factors and results into the following situations: Firstly, the impact of family atmosphere on children's mental health. In families with tense atmosphere and disharmonious parental relationships, fathers and mothers often suffer from anxiety, irritability, rude language, lack of filial piety towards their elders, and even abuse. For children who do not yet have the ability to live independently and are completely dependent on their parents, in such an environment, children are prone to emotional tension, which can lead to a decrease in their psychological resilience. Long term exposure to this emotion, lacking warmth and care, can easily lead to negative qualities such as loneliness, selfishness, and cynicism, which can have a negative impact on children's mental health. The second type is the impact of parents' educational beliefs on children's mental health. There are several discussions on the adverse factors of parental education concepts on children's mental health: the theory of strict discipline. Parents who hold this view often demand that their children obey their parents in everything, and believe in traditional beliefs such as the need to use violence to make preschool children feel afraid and obedient, which is not conducive to the development of preschool children's resilience. In fact, children who have been under parental high-pressure policies for a long time are prone to developing a childish, dependent, and neurotic mindset. Their independence and autonomy are poor, and some children may become more dependent on living without

land, while others may become more rebellious and violent. They often have an emotional state of unease, fickleness, irritability, and indifference towards their surroundings, which weakens their psychological resilience and significantly reduces their ability to cope with negative emotions.

#### **4. Results based recommendations and inspiration**

Based on these results, this article believes that a harmonious family environment should be created to ensure children's mental health and enhance the psychological resilience of preschool children. Firstly, parents should establish appropriate parental roles and form a harmonious marital relationship. Parents should establish a harmonious family atmosphere and good parent-child relationships. Parents should play games, learn together, develop common interests, share experiences and achievements with their children, and enhance the relationship and mutual understanding between parents and children. Parents should treat their children as equal people, respect their hobbies, and give them a certain degree of autonomy to decide and choose things; Some things can be discussed with children and their opinions can be solicited. This healthy family life and harmonious family atmosphere contribute to the formation and stability of children's healthy psychology, as well as the enhancement of psychological resilience.

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