

A Methodological Study on Cultivating Infant's Creativity in Family Education

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Abstract: The creativity owned by nationals of a country, in recent years, has been widely focused on in the world, additionally, the talents full of innovative ability are unprecedentedly demanded in China. Pre-primary education is a key period for infant to develop their creativity and the family education plays a unique role in their cultivation of creativity, which means that we are required to facilitate infant's creative development, to cultivate creative talent, to support modernization of China for infant in family education. This paper, on the basis of methods including questionnaire survey and documentary retrieval, investigates the issues existed in the cultivation of creativity for infant, and explores the corresponding methodology in viewpoints of family education. As the results found that the family members have insufficient cognitions on cultivating creativity, less appreciates and knowledge reserves in the viewpoint of educational concept; they have less material supports for their infant but democratic spirits available in the viewpoint of education conditions; they have no scientific methods in the viewpoint of education methodology, difficult to catch hold of educational opportunities. On the basis of analyzing influential factors at different levels, this paper specifically proposes methodologies for cultivating creativity of infant in family education, detailed as (i) laying a foundation through reinforcing the ability of cognizance, (ii) applying scientific methods and education concepts, (iii) creating proper conditions and environment, (iv) providing assistances by integrating multiple resources.

Keywords: Infant's Creativity, Family Education, Strategy

1. Introduction

1.1. How to Cultivate the Creativity has Been Consented as a Significant Education Goal

The creativity owned by nationals of a country, in recent years, has been widely focused on in the world, however, the talents full of innovative ability are unprecedentedly demanded in China. Xi Jinping, the General Secretary of CCCPC, pointed out that the world today is undergoing major changes unseen in a century. We must take account of the innovation as a national policy. As the first drive force, we must thoroughly implement the development strategy under innovation. Therefore, the cultivation for the talents full of creativity and the supports for talents engaging in modernization are significant goals of education.

The preschool education, acted as the foundation of

education development, plays a very important role in the cultivation of creativity for infant. As the research shown, the embryo of creativity is often between 3 to 6 years, also a key period for cultivating the creativity [1]. This key period must be properly utilized while cultivating talents full of creativity, by which it can set up a foundation for individual creativity and supply talents for the modernization of China.

1.2. Unique Effects for Cultivation of Creativity Provided by Family Education

Family is the first environment for infant to accept the education after their birth, also the earliest and longest period which may impact the infant. As a result of above, the family education plays a significant role for cultivating the psychological traits of infant [2]. Since the 18th National Congress of the CPC, Xi Jinping, the General Secretary of

CCCPC, talked about that we must have attention to “family first, family education first and family tradition first”, by which he emphasized that the future and destiny of a family are tightly tied together with the future and destiny of a nation”. The Law of the People's Republic of China on Family Education Promotion promulgated in October 2021 also emphasized the significance of family education. The effects are much accounted of family education, as well as the unique roles in cultivating creativity for infant.

1.2.1. The Enlightenment of Family Education Is Conducive to Stimulate the Creative Nature of Infant

For infant without more influences from external world, without perfect physical and mental development, the family education, acted as the first school in their lifetime, and the family members acted as their first teacher, play a role of enlightenment for infant with significant impact. Such education enlightenments play a role of foundation in cultivating the creativity of infant, which means a child is associated with his/her family education to a large extent, no matter he/she is sensitive or dull, alert and resourceful or mental retardation. In the early stage of family education, the enlightenments for infant's creativity were consciously conducted for developing the foundation of their individual creative ability.

1.2.2. The Pertinence of Family Education Is Conducive to Promote the Personality Development of Infant

The pertinence is very different between family education and school education as well as social education. As compared with characteristics in school, such as education for all pupils and comprehensiveness, the family education is conducted on the basis of its own family conditions, applicable to meet the physical and mental characteristics of infant and personal demands under supports of the family. Family education can meet and facilitate the personality development of infant owing to its higher efficiency. As the educational experiences shown, any unified education ignoring personality is not benefit to the development of creativity. As a result, the family education full of pertinence is capable of meeting the demands of personality development so that facilitates the development of individual creativity.

1.2.3. The Long-Lasting Family Education Is Conducive to Creativity of Infant, Which Means One Principle Should Run Through It All

Many years in the past, China has been emphasizing the cultivation of creativity and taking actions at different education stages, however, the educational performances were not perfect, from which we can see that might be caused by the education interruption. The requirements on cultivating creativity are throughout every education stage, however, the conditions represented at different stages are different. For example, the educational modes and contents required in kindergartens and junior schools are entirely different so that results in different methods and concepts for cultivating creativity. The cultivation for creativity is unable to set up a tie among different stages so that forms an

educational interruption, and furthermore the imperfect cultivation of creative talents in China. In family education, the education subjects, concepts and conditions are stabilized day by day and the time for individual to be educated in a family are longest so that such family educations lasted for long time are able to avoid educational interruption, by which the cultivation for personal creativity can run through it all.

1.3. Significant Methodology of Cultivating Infant's Creativity in Family Education

The family education represents unique effects for cultivating the creativity of infant, very significant to cultivate their creativity. In existing research results, related studies on family education methodology for cultivating infant's creativity are very less made by researchers from China and other countries. Many researchers highlight what is happening in schools, with many concerns on changing teaching methods of teachers and innovating course modes in schools. On one hand, this study is able to enrich the entire research on methodology of cultivating infant's creativity, and the in-depth study foundation of this domain, providing some supports for further cultivating their creativity development. On the other hand, this paper highlights the study on status quo of cultivating infant creativity in family education nowadays, finding out issues therein and analyzing hidden reasons so that provides corresponding suggestions and countermeasures which is capable of cultivating infant's creativity, providing references for family members to cultivate the creativity of their infant, and providing technical supports as well, full of realistic significance.

2. Study Approaches and Design

2.1. Study Object

This paper uses the questionnaire survey as main methodology, in which the family members of preschool infant from kindergartens of different regions were selected as study object, representativeness and scientificity available for these study samples.

2.2. Study Tools

On the basis of analysis for the status quo of cultivating infant's creativity in family education, the “Family Members Questionnaire Survey for Cultivating Infant's Creativity in Family Education” was formulated to investigate their family members to know about the situation and existing problems on infant's creativity in family education.

This questionnaire survey consists of three parts. The first part aims at acquiring basic information about infant and their family guardians. The second part aims at investigating the status quo of cultivating infant's creativity in family education, and divides it into three dimensions, including family concept, environmental supports, and cultivating methods respectively. Under the first-level dimension, a corresponding second-level dimension is designed to comprehensively cover the status quo of infant's creativity cultivation in family education.

2.3. Study Procedures

The researchers have notified what will be surveyed and who will be such researchers in the cover letter, and described the respondents that their identities would be guaranteed anonymity and that the related content would not affect them, so as to ensure the acquisition of real data. On the basis of above described, the questionnaires were sent via WeChat, QQ, etc. Most of the questionnaires were distributed by kindergarten teachers to the family members, and some were forwarded by parents in the community. Among them 197 questionnaires have been distributed in total and 184 collected back, with a feedback rate up to 93.4%. Screening was carried out by filling time, in which 7 invalid questionnaires were rejected, and 177 qualified questionnaires were cited, with a pass rate of 96.1%. Finally, we have known about relevant investigations by analyzing the acquired data and proposed relevant suggestions.

3. Study Results and Analysis

3.1. Basic Information of Infant and Its Guardian

In the questionnaire survey, the basic information of infant

and their guardians consists of their gender, age, main guardian's identity, and educational background as well.

As shown in Table 1, 85 respondents whose infant are boys and 92 respondents whose infant are girls. The age group is divided into 0-3 years of 33 people in total; 3-4 years of 70 people in total; 5-6 years of 74 people in total. As the identity of the main guardians in the family surveyed that: 16 people are guarded by their fathers, accounting for 9.04%; 120 people are guarded by their mothers, accounting for 67.8%; 40 people are guarded by the aged, accounting for 22.6%; 1 people is guarded by baby-sitter, accounting for 0.56%. In most families, the children are taken care of by their mother, followed by the aged. As for the educational background of guardians, the survey shows that 65 of the main guardians in the family have a junior high school education or below, accounting for 36.72%; 47 of them have a high school or technical secondary school education, accounting for 26.55%. 61 people with undergraduate or junior college education, accounting for 34.46%; 4 people with graduate education or above, accounting for 2.26%. The data shows that the educational background of infant guardians is generally not high, and most of them have a bachelor's degree or below, accounting for 63.27%.

Table 1. Basic information of infant and its guardian.

	Options	Frequency	%
Gender	Male	85	48.02%
	Female	92	51.98%
Age	0-3 years	33	18.64%
	3-4 years	70	39.55%
	5-6 years	74	41.81%
Guardian	Father	16	9.04%
	Mother	120	67.8%
	The aged	40	22.6%
	Baby-sitter	1	0.56%
Education background of guardian	Junior School Diploma or below	65	36.72%
	Senior School or Vocational School	47	26.55%
	Undergraduate or graduated from junior college	61	34.46%
	Postgraduate Diploma or above	4	2.26%

3.2. Status Quo and Issues Existing in Cultivating Infant's Creativity in Family Education

3.2.1. Family Concept

The concept of family education includes parents' views on talents, education, and infant's developments. This study explores the family concept of cultivating children's creativity in family education from three dimensions, including parents' understanding on infant's creativity, attitudes toward the development of creativity, and knowledge reserves about cultivating infant's creativity.

According to the survey, when the questionnaire asked, "Do parents know the specific manifestations of infant's creativity", 77.97% of them chose "Yes", and 22.03% chose "No". However, when parents were asked to choose the specific manifestations of infant's creativity development in the

questionnaire, only 30.51% chose to question the authority of books, and only 27.68% chose to destroy the rules and norms. It can be seen that parents have few understandings on infant's creativity, but misunderstandings always available.

Secondly, a survey was conducted on parents' attitude towards the cultivation of infant's creativity. 80.79% of them believed that creativity is very important and should be cultivated. But when parents choose to pay more attention to the development of their infant, only 27.73% of them choose the cultivation of personality such as creativity and imagination, 83.62% choose the development of infant's physical and mental health, and 57.06% choose the development of infant's cultural capacity. This illustrates that most parents are aware of the importance of creativity development, but the concerns are still insufficient, and the emphasis on creativity is still far lower than the cultivation of

cultural capacity.

In addition, when it comes to cultivating infant's creativity, as shown in Table 2, 72.88% of parents are not very good at cultivating infant's creativity, and 6.78% are not good at all. On the basis of above described, a survey was conducted on whether parents had been accepted training on the cultivation

of infant's creativity, and the data showed that only 32.77% of parents had been accepted relevant training. When cultivating infant's creativity, parents have not been accepted enough scientific guidance, and few knowledge about cultivating infant's creativity.

Table 2. Parents' knowledge reserves on cultivating infant's creativity.

	Options	Frequency	%
Level skilled in	Very skilled in	36	20.34%
	Not very skilled in	129	72.88%
	Totally not skilled in	11	6.78%
Professional training	Accepted relevant	58	32.77%
	Training, no relevant training	119	67.23%

3.2.2. Environment Supports

Regarding the family environment supports for the cultivation of infant's creativity, this study mainly investigates from the two dimensions, including spiritual atmosphere and material supports. As shown in Table 3, in terms of family environment supports for the cultivation of infant's creativity, the average value of each dimension is between 3.32 and 4.79. From the perspective of spiritual atmosphere, the vast majority of parents can be aware of the importance of family atmosphere to the cultivation of their

creativity and provide them with a democratic family condition. And most parents think that they are capable of creativity, they can guide their infant, and they can provide them with a good creative atmosphere. If seen from material, the possession of toys at home has been scored the highest, but on this basis, the proportion of creative materials is only 3.32. This shows that there is not enough material support in the family to promote infant's creativity. When parents buy toys, books and other materials for infant, they often neglect how to cultivate infant's creativity.

Table 3. Descriptive statistics on family environment support for cultivating infant's creativity.

	N	Min. value	Max. value	Average value	Standard deviation
Do you think that your family atmosphere is very democratic and relaxed	177	1	5	4.06	0.915
Do you think that you or your infant's other guardians are creative and capable of guiding your infant	177	1	5	4.01	0.950
Do you have a lot of storybooks and toys in your house	177	2	5	4.79	0.570
Your home is conducive to infant's operation of creative materials, and the proportion of toys is high	177	1	5	3.32	1.501

3.2.3. Cultivation Methods

This paper studies the methods adopted by parents in cultivating infant's creativity in their daily education. Specifically, it includes parents' attitude towards the use of infant's toys and the establishment of rules.

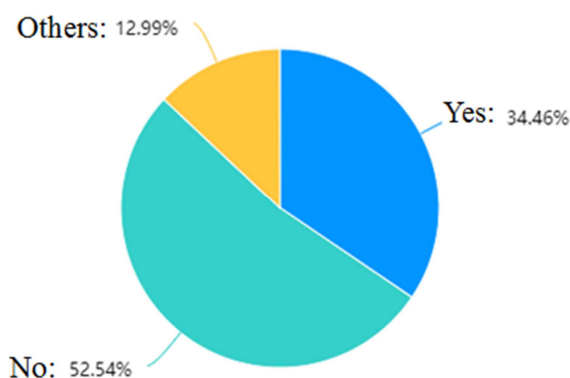


Figure 1. Do you get angry with your infant when he/she disassembles toys all over the floor?

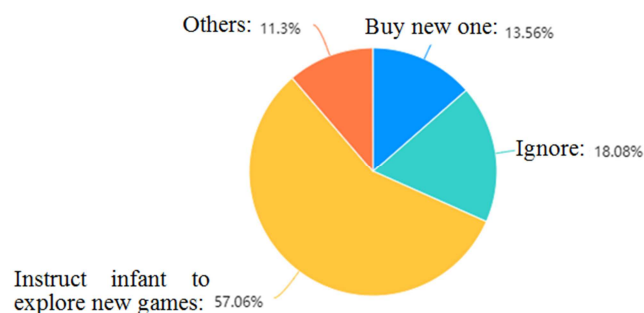


Figure 2. What do you usually do when your infant is no longer interested in the toys he/she has already owned.

Most parents have a good guide towards infant's toys. As shown in the Figure above, parents were asked "Will you be angry with your child when he dismantles toys all over the floor?" 52.54% of them chose not to be angry, and 34.46% said they would. For the situation that the infant is not interested in the toys they already have own, 57.06% of parents choose to guide them to explore new ways to play, 13.56% choose to buy new ones, and 18.08% choose to ignore them. It can be seen that more than half of the parents can support and guide the

development of infant's creativity, but nearly half of them may hinder the budding of children's creativity.

In terms of establishing rules, according to the survey, when parents were asked "Do you agree that nothing can be accomplished without norms or standards", 87.01% of them chose "Yes". In the choice of hypothetical scenarios, when encountering the situation of "the child is still playing with toys at bedtime", 58.19% of them said that they would stop the child immediately. In addition, most parents hope that their infant are obedient, and only 6.21% said that they rarely get angry because their infant are disobedient. This shows that the vast majority of parents tend to set up rules for infant and hope that they can abide by such rules. But as far as creativity is concerned, too many rules and restrictions are not conducive to the development of infant's creativity.

3.3. Analysis on Causes

Based on issues found in the survey above, the author analyzes different influential factors and believes that the causes are as follows.

3.3.1. Causes from Family Members

As the main body of family education, parents are the main factors affecting the cultivation of infant's creativity in the family.

On the one hand, the education background of parents impacts the development of infant's creativity. The survey data shows that some parents have misunderstandings about the cultivation of infant's creativity, and some of them do not pay enough attention to it, and not have sufficient knowledge reserves, in which the cause is that the parents' education background is relatively low. Relevant studies have shown that families with higher parental education have higher infant's creativity[3]. The questionnaire data also shows that guardians with higher education have a more comprehensive understanding on the performance of infant's creativity. In different families, when parents have different levels of education, different views on education and infant's development, and different parenting methods, the cultivation of infant's creativity is very different.

On the other hand, parents, because of different economic capacity, can provide different educational conditions for their infant, and the development of infant's creativity is also different. The lower economic capacity of parents will lead to problems in the cultivation of infant's creativity in family education. Studies have shown that the cultivation of young infant's creativity also depends on the provision of the environment, not only the spiritual atmosphere, but also the material environment [4]. Therefore, the economic capacity of the parents in the family also impacts the development of infant's creativity. Families with a relatively low economic capacity cannot provide their infant with material conditions that are more conducive to the development of infant's creativity, so that impacts their creativity.

3.3.2. Causes from Schools

School is an important factor affecting the cultivation of

infant's creativity in family education, the correct training methods is determined by whether the school can provide scientific guidance to the family. Results of the survey show that most parents have not accepted corresponding training in terms of the cultivation of infant's creativity, meant that they are not good at cultivating infant's creativity. Family education is not an independent activity, which requires to go hand in hand with school education and social education, jointly working together. The school is required to be connected with the family and in the kindergarten stage, it emphasizes co-education with the family. It is necessary for the school to publicize the concept of parents, help the family establishing a scientific concept for education, and changing the education method. If the tie between the school and the family is not available, parents will have no way to get guidance, and it is easy to result in inappropriate educational methods.

3.3.3. Causes from Society

Social education is oriented towards exams without more creative atmosphere, which leads to problems in the cultivation of infant's creativity in family education. Studies have pointed out that exam-based education has a significant negative effect on the creativity of top students, which is directly related to national security and competitiveness as well as the improvement of the education system [5]. On the one hand, because of exam-based education existed for long time, most evaluations are still result-oriented, and the cultivation for students' creativity is not emphasized enough in family education. Even if parents can understand the importance of creativity, they will still give priority to knowledge cultivation in the cultivation for infant. On the other hand, as impacted by social conventions, China emphasizes a harmonious society, and it takes courage to break the rules. There is no an atmosphere of openness and innovation in the society, failed to create an atmosphere conducive to creativity. The vast majority of parents are still influenced by social conventions and stipulated different rules for their infant so that impacts the development of infant's creativity.

4. A Methodological Suggestion on Cultivating Infant's Creativity in Family Education

4.1. To Reinforce the Recognition for Setting up the Foundation

On one hand [6], we have to abandon the outdated educational concepts and revise some parents' cognition on infant's creativity, which means that parents' educational concepts shall not be static. The internal mechanism of the transformation is the triggering of internal demands, from sublimation system to emotional system to practice-oriented system. Only by ensuring the orderly establishment, these mechanisms can make the parents' educational concepts being truly changed [7]. As a result of above, the cultivation of infant's creativity is required to trigger parents' inner

educational demands, to improve parents' understanding on creativity, to understand the importance of creativity cultivation, and to realize demand-oriented practice. Some means such as expert presentations, network publicity, and policy guidance can be used to strengthen parents' awareness of and the cultivation of creativity and lay a theoretical foundation for parents to cultivate infant's creativity in family education.

On the other hand, in the process of family education, parents should improve infant's awareness capacity. Accumulating experience is the prerequisite for infant to form creativity, which means that the more experience reserves, the more the creative thinking will be. The basic knowledge and experience of the objective world is the basic condition for the development of infant's creativity [8]. Parents are required to extend infant's knowledge, broaden their horizons, and lay a foundation for their creative development. Chen Heqin's educational theory emphasizes that the big society and nature are all materials for education, additionally Tao Xingzhi also attaches great importance to students' learning by practice in terms of creativity development. Therefore, parents can carry out various activities in practice, and the hand-made toys together with their infant, playing together with them, and increasing their practical experience [9]. In addition, we can also bring infant into society and natural world, using natural objects to improve their understanding, extending their knowledge, and laying the foundation for the development of their creativity.

4.2. Methods to Be Learned in a Scientific way

Parents' education modes in family education is an important factor influential to the development of infant's creativity. Studies have shown that good parental education can make children feel warmth, so that infant can form enthusiasm, self-confidence, and positive personalities, and these personalities can promote the development of their creativity by influencing infant's challenging and adventurous personality [10]. On the contrary, the harsh and negative parenting style of parents will make infant feel inferior and form cowardly, helpless, indecisive personalities, and these personalities will hinder the development of their curiosity so that impacts the development of infant's creativity.

In the process of family education, parents are required to obtain the correct education methods and carry out scientific education. "Obedience-based education" is a common educational phenomenon in the society, in which many parents and teachers hope that the infant can be "obedient", emphasizing their obedience to adults. In this process, infant's creativity is limited, and their individuality is suppressed, resulting in the homogenization of talents [12]. The soil for geniuses must be available in education, which means parents have to believe in them during their grow-up, providing them a broad space, avoiding "obedience-based education", make them act as their own will, self-confidence and free. Young infant are not appendages of their parents, which means education is not to help them realize the life

arranged by parents, instead, parents shall return life and education to young infant, and maintain the world of young infant, and be their guides rather than dictators.

4.3. Create an Environment and Atmosphere

A relatively good family environment is an important condition for young infant to have creative motivation. Therefore, in order to cultivate infant's creativity, it is necessary to provide them with a family environment that can allow them to express their creativity and continue to develop this creativity, including both material environment and spiritual atmosphere.

On the one hand, parents should create a good material environment for infant and provide better material conditions. Studies have pointed out that family socioeconomic status can not only directly affect students' creative thinking, but also students' creative thinking through autonomous motivation to promote the development of their creativity [11]. As a result, parents should create opportunities and provide supports for infant in the process of their creativity development. For example, we provide creative material available for infant and arouse their interest so that promotes their creativity.

On the other hand, parents should create a good spiritual atmosphere for infant. The relaxed, lively and unrestrained atmosphere in the family is conducive to the development of creative activities. In a democratic family, parents are not arbitrary full of freedom given to their infant so that can develop independently without being suppressed, conducive to the formation of creative personalities [13]. Therefore, it is necessary to create a democratic family education condition. For example, in family education, parents are capable of respecting infant, allowing them to express their opinions freely, listen to their opinions, follow their nature, but never impose their own ideas. In addition, parents should also set an example and impact infant with their own creativity. Some studies have pointed out that the nanny-style family will make infant lose the position of divergent thinking, [14] and the infant are capable of higher divergent thinking ability if their parents have high divergent thinking. Therefore, forming a creative atmosphere in the family is more conducive to the cultivation of creativity.

4.4. Integrate and Provide Supports from Multiple Sources

On the one hand, school resources shall be properly used for school-family education. Education for infant is required to effectively cooperate between both family and kindergartens. The infant's creativity is unable to achieved only under supports of parents in family education. Kindergartens shall take the responsibility of conveying relevant educational theoretical knowledge and scientific training methods to parents. Kindergartens can use different forms of publicity, combining online and offline, to convey the concept of scientific family education to parents so that parents can obtain strategies on scientifically cultivating infant's creativity in family education.

On the other hand, we can use community resources to achieve family-society ties and form a resultant force between community and society. As far as the community is concerned, the family and the community are closely linked, and the interpersonal communication of infant also involves the community. Family-society ties are capable of forming synergy and shared resources, jointly promoting the development of infant's creativity. In addition, the society may impact the family. All levels of society should deeply study the spirit of the 20th CPC National Congress, in response to the Party's call for innovation and creation and forming an atmosphere of openness and innovation. People from all walks of life, civil society and even government agencies can guide parents to cultivate creativity through corresponding lectures and activities.

5. Conclusions

According to this study results, problems are still existing in the cultivation of infant's creativity in family education, including parents' views on talents, education, and infant's development [7]. The specific manifestation is that parents have insufficient understanding on cultivating creativity, paying less attention to it, and have less relevant knowledge reserves. It can be seen that parents have not formed demands and expectations for cultivating creativity. Therefore, it is necessary to start with concepts, strengthen relevant understandings, form educational demands, highlight practice, and effectively cultivate infant's creativity in family education.

Secondly, this study results show that in terms of environmental support, parents are capable of providing their infant with a more democratic environment,

however, their material supports are insufficient, and it is necessary to provide corresponding material supports for infant in the family education to cultivate their creativity, which is consistent with previous study conclusions [4, 9]. Parents should provide a more excellent soil for the development of infant's creativity.

In addition, parents have no scientific methods in cultivating infant's creativity. The results of the study found that parents have insufficient reserves for the cultivation of infant's creativity, and they cannot seize the opportunity for creativity cultivation in daily life. Previous research has also confirmed this point [6]. Parents are required to work hard on their own to strengthen relevant knowledge and obtain educational methods, as well as the coordination and cooperation among family-kindergarten-society to provide parents with scientific supports [15].

The 20th National Congress of CPC made a major strategic deployment for the cause of education, pointing out the direction for the development of education. The cultivation of creativity is an indispensable part of the high-quality development of basic education. Creative talents are an important support for modernization. Only by emphasizing the cultivation of creativity at all stages of education can we truly promote the high-quality development of basic education and deliver talents for China's modernization.

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