

A Study on the Environmental Features of a Happy Community from the Child-friendly Perspective

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Abstract: *Based on the analysis of works in this study, 50 preschool children were selected as the research objects to analyze the community environment elements who feel happy from their perspective. The study found that activity scenarios, interests, interpersonal relationships, and demand expectations are the main aspects of children's attention. The scenes are diverse and close to life, leisure and entertainment places are favored; children have various interests and hobbies, involving a variety of entertainment activities and frequent places; family companionship and friends interaction are important; demand expectation is reflected in painting improvement and life yearning. It is suggested to integrate into community scene teaching, expand community experience, and use the community to promote children's communication ability, so as to promote the construction of child-friendly communities, meet the needs of children's growth, improve the quality of community education, and promote children's all-round development.*

Keywords: Children's perspective, Community environment, Education.

1. Introduction

Community is the smallest social unit, like the capillary of national governance [1]. Community education is not only a supplement to school education, an extension of family education, but also an important embodiment of the national grassroots education level [2]. The healthy development of preschool children cannot be separated from the community education. The broad activity space, the free game environment and the interaction of the community make it an important condition for children's physical development and socialization. based on this, China has always attached great importance to the important value of the community environment to preschool education and has issued a number of policies, The Outline of the 14th Five-Year Plan for the National Economic and Social Development of the Peoples Republic of China and the 2035 Vision Goals points out that the mechanism of school, family and social cooperative education should be improved; The Outline for the Development of Chinese Children (2021-2030) suggests that improving supporting measures for three-child births, Relying on the community to develop inclusive childcare services; Guidelines for the Construction of Urban Child Friendly Space (Trial) proposes to meet the needs of children's healthy growth and development, Promote the construction of urban child-friendly space; The Law of Family Education Promotion Law of the Peoples Republic of China also requires family education guidance institutions to provide educational guidance to community education within their jurisdiction. However, there are still some gaps between the reality and the education policy. In practice, Chinese urban community education is rich in total but uneven in development, and has many types of educationLow physical level [3], the separation of community education, lack of coordination [4], and how the community provides support for the development of preschool children and takes care of the needs of preschool children in the construction of community education environment, which will become an important discussion on the development of high-quality education in the new era

In reality, the community environment create mainly adult participation, children have little say, the convention on the children's rights right to participation is an important right of children, the children's right to survival, development has been the basic satisfaction, but in most scenarios children's participation is not high, adults tend to ignore children when making decisions or adopt the "false children perspective" [5]. "Children's perspective" refers to the experience, perception and understanding of children in their own living world, which is the phenomenology of children as the subject in their own world [6]. Empirical studies show that listening to children's views can improve the level of community education, Zhuhai Xicheng community in community planning invited children and parents to participate in, after the completion of the community significantly improved the functional and interactive [7], the UN "child friendly city planning manual" put forward with "health, safety, citizenship, environment, prosperity" five rights as a framework to define the child friendly urban environment, the city child friendly space construction guidelines (trial) "to children first, fair, health, fun, innovation, adjust measures to local conditions as the basic principle. In the actual construction of child-friendly community, some scholars believe that there must be three key factors to meet the space suitable for sports, complete services and children's participation [8], some scholars also believe that physical space and social interaction are important factors affecting the construction of child-friendly communities.

children's perspective treats children as researchers and explores children's natural views with children. The perspective of children is the approach and call of modern positions such as "child standard" [9], which is the experience, perception and understanding of children in their own living world, and the phenomenology of children as the subject in their own world [10]. Researchers can find many unique research results from the perspective of children. Danish researcher Kosh studies happiness from the "perspective of children" by letting children take photos, and found that peer is the source of children's happiness [11]. Therefore, this

study uses the perspective of children to study what kinds of communities are happy for children and what characteristics of these communities have.

2. Research Design

2.1 Research Objects

To explore the satisfactory community characteristics under the "perspective of children", in order to ensure the operability of the study, it is necessary to select children with more community life experience. This study selected a kindergarten in C City, Guangxi as the research field. The research subjects selected in this study are highly operable and representative.

2.2 Research Tools

Work analysis method is a kind of research method to obtain the psychological characteristics, ability level, interests, knowledge reserve, personality characteristics and thinking mode through the thorough analysis of the research object, which has an important application in this topic. This method mainly collects and analyzes all kinds of children's works, such as painting, photography, etc., to gain insight into their cognition and expectations of the urban child-friendly community environment.

The analysis method can reveal children's inner views of the community environment. Comprehensive collection of children's works, covered in this study covers their paintings depicting community scenes, activities, etc. Then, the direction of multi-dimensional analysis is determined. From the perspective of content and theme, it can be found that children's works show the characteristics of diverse scenes and close to life. Family and community scenes are closely connected, with both natural and humanistic elements, and leisure and entertainment places are often depicted, as well as landmark buildings. In terms of element composition, the characters are mainly family and friends, their activities reflect the community function, the architectural facilities are carefully depicted, and the natural objects and transportation tools are rich. In terms of overall expression, color and details reflect children's emotional attitude, and the picture layout shows the understanding of spatial cognition and community relations.

The coding and classification work will systematically comb the analysis results and classify the activity scenarios, interests, interpersonal relationships, needs and expectations and other elements. The results should be interpreted in combination with factors such as children's age, such as children's painting improvement expectations, to understand their yearning for play space and novel experience.

The analysis method of works can go deep into children's hearts, make up for the limitations of language expression, provide various development information, and the research process is natural and objective, providing a strong basis for the construction of a child-friendly community.

3. Analysis of the Characteristics of the Community Environment from the Perspective of Children

Through the arrangement and analysis of the research, four elements of the community environment from children's perspective are obtained. According to the high to low of children's attention, they are activity scene, interests, interpersonal relationship and demand expectation, which is also the analysis framework of the community environment from the perspective of children in this study.

3.1 Activity Scenes

From the perspective of content and theme, the scenes are diverse and close to life, and the scenes of family and community are closely integrated. For example, LZJ paints its own surrounding facilities, and both natural and humanistic elements, like WQH paints natural landscape and basketball court. Leisure and entertainment places are popular, such as LY painting kindergarten and slide, and iconic buildings also impress children. In terms of element composition, the characters feature family and friends, the activities show the function of the community, the building facilities are carefully depicted, such as YHY painting parking lot, and the natural objects and vehicles add color to the picture. In terms of overall expression, color and details can show children's emotional attitude, such as using color to distinguish preferences, and depicting details to convey emotion. The layout of the picture is centered on the family or the familiar area. For example, the relationship between the family and the surrounding elements reflects children's cognition of the community space, and the combination of elements shows the community relationship, such as the description of the supermarket and the parking lot, which deeply reflects children's unique cognition, feelings of the community environment and the expression full of childlike interest.

3.2 Interests and Hobbies

In terms of entertainment activities, children's works are diverse and full of vitality, and simple amusement projects such as slide and swinging are deeply loved, such as ZHP, CPQ and other children, often mentioned, which reflects children's enthusiasm for outdoor activities. Such activities can let them release their nature. Sports such as playing basketball and football also attract many children, reflecting their budding interest in competition and team activities. At the same time, playing with sand, cycling, playing games, watching tadpoles, planting flowers and other activities also have different preferences, showing the diversity of children's interest. In the frequent places, it also presents diversified characteristics, friends homes, parks, community downstairs and other places where children often go to play, such as WRQ like to play in the playground, these places are convenient for them to have social and free activities. Commercial places such as supermarkets and optical shops are also within the choice range of some children, while specific places such as Fozi Lake and gymnasium reflect

children's yearning for different types of play experience. For example, ZYZ wants to go to Fozi Lake to see fish. In short, children's interests and hobbies are rich and diverse, whether in entertainment activities or often go to places, they are closely around their lives, which is an important embodiment of their happy growth and exploration of the world.

3.3 Human Relationships

The characteristics of social relations from the perspective of children are clearly seen in the painting-related expressions, which are mainly reflected in the two important aspects of family companionship and friend interaction. In terms of family company, children and family interaction frequently and various forms, many children such as CPQ will walk with my dad, HXT and mother go to fire department to play, this shows that the family occupies an important position in children's life, they are not only the caregivers of children's life, but also partners with children to participate in various activities, in the process, give children care, security, but also created many good memories, for children's cognitive world and emotional development has a profound impact. In terms of friends interaction, children and friends are very close, they often play together in the village, park, like LZH and friends in the village, this interaction helps children develop social skills, cultivate cooperation consciousness and sharing spirit, friends become their important company in the community environment, spend the happy time together, to explore the world around them, in mutual communication and play, children gradually establish their own social circle, enrich the emotional experience, further promote its social development.

3.4 Demand Expectations

Children's needs and expectations have distinct characteristics, which are reflected in the improvement of painting and life yearning. On painting improvement, children's ideas rich and creative, they want to increase all kinds of elements to improve the painting, such as WRQ hope to increase the playground slide, ZHP want to add sports equipment, which reflects the children of painting content has their own aesthetic and imagination, expect by adding elements to make the picture more interesting, meet the demand of their own expression. At the same time, they also have expectations for the improvement of the scene, like HCH hopes to have a football field, which reflects the children's yearning for a specific activity scene into the painting expectation. In terms of life yearning, children desire more play space and facilities. For example, they expect more slides in the community, which is due to their active nature and the pursuit of entertainment. Some children also want to go to circuses, Yunnan and other places to play, showing their curiosity and desire to explore the outside world. They are not satisfied with their daily familiarity with the environment and yearn for novel experience. In short, children's needs and expectations reflect their yearning and positive pursuit for a better life. Whether in painting expression or in real life, they hope that the environment can better meet their own interests and growth needs, showing children's inner desire for a rich and wonderful life.

4. Conclusion and Suggestion

4.1 Integrate into the Community Scenes to Carry out Teaching Activities

The community scene is a familiar and curious learning resource library for children. Teachers can skillfully integrate teaching into the strong interest in family and community scenes shown in children's painting. For example, taking the garden in the community as the classroom, plant cognition courses are conducted, so that children can observe the plant form and color, touch the leaves and petals, compare different plant characteristics, and have a deep understanding of natural knowledge, just like the description of natural elements in children's paintings, which further stimulate their love and desire for exploration of nature. Physical education can also be carried out in the community square, such as rope skipping, shuttlecock kicking and other activities, which can not only exercise and enhance social interaction, just like the vitality of children when playing in the community. Use community libraries for reading sharing activities to cultivate children's reading habits and expression ability. Art creation courses will be held in the community activity center to guide children to create paintings, handicrafts and other works with community elements as materials, so as to deepen the cognitive and emotional connection to the community.

4.2 Expand the Community Experience to Meet the Needs of Exploration and Development

Children are curious about the outside world, and expanding the community experience can effectively respond to this need. Schools and families should actively cooperate with the community to tap into various resources. For example, children are organized to visit science and technology museums in the community, and allow them to understand scientific principles through interactive exhibits, stimulate their desire to explore scientific knowledge, and satisfy their pursuit of novel experience. Contact community volunteer teams, carry out community service activities, such as caring for the elderly, environmental protection actions, etc., cultivate children's social responsibility and love, and promote their social development. Arrange children to participate in the community cultural festival to feel the charm of diverse cultures and broaden their cultural horizons. You can also lead the children into the community enterprises, understand the different career work content, for the future career planning enlightenment.

4.3 Use the Community to Promote Communication Ability Among Children

Community is an important place for children to socialize, and it is of far-reaching significance to cultivate children's cooperation and communication ability. Neighborhood interaction and team activities in the community are all good opportunities for children to learn and communicate. Children in the community can be organized to participate in community beautification projects, such as drawing the community culture wall, let them discuss the design scheme in groups, learn to listen to others opinions in the process of cooperative painting, division of labor, complete works together, and improve their teamwork ability. Children are encouraged to participate in community volunteer activities, such as helping community libraries to organize books and

performing programs for the elderly in the community, so as to enhance communication skills and social responsibility in communicating with people of different ages. Through the parent-child sports meeting, family talent show and other activities in the community, the parent-child relationship is enhanced, but also create opportunities for children to interact with other families, cultivate their social confidence, so that children can thrive in the social network of the community and better adapt to social life.

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