

The Content and Implementation Pathways of Adversity Quotient (AQ) Enlightenment Education in Family Education

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Abstract: *As an important indicator of Adversity Quotient (AQ), the individual's ability to cope with adversity has a profound impact on children's lifelong development. Under the background of increasing social competition and chaos of we media, its early cultivation plays a key role in children's development of socialization. For 3-12 years old children group in this paper from the microscopic field of family education, system discusses the core of the enlightenment education system, put forward situation simulation, cognitive reconstruction, practice strengthening multiple implementation path, and combining with the characteristics of family education parents role positioning and implementation strategy, to promote children's ability to resist frustration, help children comprehensive sustainable development.*

Keywords: Adversity Quotient (AQ) Enlightenment Education, Family education, Ability to resist setbacks.

1. Introduction

In the increasingly competitive modern society, children face significantly more frustration situations. In 2021, the Ministry of Education issued the Notice on Strengthening the Management of Students' Mental Health, which clearly stated that we should pay attention to the cultivation of children's ability to resist setbacks. However, the current family education has a general tendency of "IQ", coupled with excessive protection leading to the lack of children's ability to resist frustration. Research shows that the early stage of learning is a key sensitive period for the development of adverse quotient (Grotberg, 1995). As the first place for children's socialization, the education method directly affects the formation of children's adversity cognition and coping mode, thus affecting the long-term development of individuals. As an important means of preventive psychological intervention, the value of adversity quotient (AQ) enlightenment lies in cultivating children's cognitive reconstruction ability, emotional regulation ability and problem solving ability, which lays a foundation for the construction of psychological immune system for children's lifelong development.

2. The Theoretical Basis of Adversity Quotient (AQ) Enlightenment Education

2.1 Concept and Connotation Analysis

Adversity quotient (AQ) is also called inverse quotient, by Paul Stoltz (1997) for the first time, including the sense of control (Control), attribution mode (Ownership), scope of influence (Reach), persistent (Endurance) four dimensions, he thinks adversity quotient like IQ, can be quantified, because different individuals in the face of different adversity will cause different psychological process and produce different reactions [1]. However, unlike IQ, the inverse quotient is greatly influenced by the acquired environment, which can promote the improvement of the adversity quotient by creating or simulating different environments. In the context of family education, anti-quotient enlightenment refers to the

educational process in which parents can experience the process of overcoming difficulties according to the development characteristics of children and relevant scientific theories, so as to help children aged 3-12 to establish adversity cognitive framework and coping strategies.

2.2 Developmental Psychology Basis

Development psychology not only provides the theoretical framework for understanding children's growth law, more combined with multiple fields such as neuroscience, cross-cultural education guidance for the development of children, with children inverse business enlightenment education as the theme, thorough analysis of vegoetki recent development area theory, class self efficacy theory and growth of thinking mode, access to guide the family education in the children inverse business enlightenment significance and guiding ideology.

(1) Vygotsky's most recent developed zone theory

Children's learning needs to achieve leapfrog growth with the support of "stents" of adults or peers. By setting moderate challenge tasks, they can reach the potential level from the actual level under the guidance of others and improve their ability. Adversity is a practical and potential springboard, driving cognitive and skill advancement in a moderate challenge, rather than staying in the comfort zone and trapped in a frustration zone that cannot be accomplished.

(2) The Bandura self-efficacy theory

In the process of children's inverse quotient cultivation, Bandura's self-efficacy theory provides a key psychological mechanism to support it. The theory points out that an individual's self-efficacy (Self-efficacy) —is the belief that they can successfully complete a task in a specific situation —directly affects their behavioral choice, effort and persistence to the challenge. The elements of self-efficacy include: task difficulty assessment ability, resource mobilization efficiency, continuous investment belief and the

tendency of attribution mode. These four elements are deeply coupled with the four dimensions of inverse quotient: sense of control, scope of influence, persistence and attribution mode, and form a dynamic system for the development of anti-frustration ability. A systematic efficacy enhancement intervention can not only improve children's specific coping skills, but more importantly, shape their core beliefs in the face of adversity — "I have the ability to overcome challenges".

(3) Growth thinking mode

Growth thinking mode (Growth Mindset) is a psychologist, the core concept, emphasize "ability can be through efforts to improve", growth thinking emphasizes process rather than the result, enhance the individual continuous efforts in adversity, namely the sustainability of inverse quotient, growth thinking provide cognitive basis, inverse provide operational framework, both constitute a "belief-behavior" complete closed loop [2]. The ultimate goal of a growth educator is to let children naturally have such a psychological dialogue in the face of adversity: "I can't do it now, but with xxx (concrete actions), I can be better off."

3. The Core Content of Family Education Against Adversity Quotient (AQ) Enlightenment Education

3.1 Cognitive Dimension Construction

(1) Practical cognitive education

Different people will experience different adversity, adversity is universal, the correct understanding of adversity is the first step to cross the adversity. Children can accept adversity first, then overcome adversity, but not all adversity can be overcome. The difficulty of the real dilemma goes beyond the degree that the individual can overcome, and they can try error or correction to achieve ability improvement. In the anti-business enlightenment education, parents should pay attention to the difficulty of setting challenge tasks. Challenge should be slightly higher than the existing ability but can be achieved by external forces, beyond the scope of individual psychological endurance. Therefore, excessive frustration will form learned helplessness in the long time, which encourages the destruction of adversity.

(2) Inference mode training

The training of child attribution mode can be divided into two stages, namely preschool age (3-6 years old) and school age (6-12 years old). Preschool children are dominated by external attribution, for example, they are not satisfied with their painting works because of the wrong painting tools used. The internal attribution of school-age children gradually differentiated, thinking develop further and began to understand the diversification of causal relationships. The first stage helps children analyze the multiple causes of events, learn to specify attribution, and emphasize modifiable factors e. g., effort, diligence. The second stage guides children to actively attribute these factors to unstable and controllable factors, and has a correct understanding of unstable and uncontrollable factors, such as weather changes. Interpret

failure as a learning opportunity rather than the denial of ability, guide children to analyze the reasons for failure in the challenge of failure and adjust strategies to reasonably evaluate their own ability and environmental restrictions, improve the adverse quotient, and enhance the ability to resist pressure [3].

3.2 Emotional Management Ability

Emotional management ability refers to the individual's ability to perceive, express and regulate emotions. Emotional management is a strong support for inverse quotient. Effective regulation of emotions can stabilize the cognition of adversity, reduce interference, and make individuals become more focused on solving problems. When the mood is stable, individuals are more likely to analyze the adversity and attribute the events, which can enhance the sense of control and responsibility of the inverse quotient. Help children to vent their emotions reasonably, guide children to adopt constructive catharsis methods, reduce the time to vent their emotions, avoid children for a long time in grief, sadness and other negative emotions, reduce self-efficacy, weaken the benefits of adversity.

3.3 Problem Solving Ability

The ability to solve problems is the key to whether individuals can overcome adversity, and also an important method for individuals to detect their own inverse quotient. Training children's ability to solve problems, from "reactive" to "systematic" to form their own problem-solving mode, the problem solving in the reverse quotient enlightenment stage is divided into four steps, including: problem identification, scheme generation, risk assessment, and implementation summary. In addition, to exercise children's divergent thinking, in addition to their own ability, analyze the available resources around, form a variety of solution strategies and timely adjustment strategies, from "cannot solve" to "I can solve through some way or way", that is, the growth thinking mode.

4. Implementation Path in Family Education

In childhood, parents should pay attention to the cultivation of children's growth thinking mode, help children give full play to their potential, and establish the cognitive belief that "ability can be improved through efforts". There is no perfect success and no solution. At the same time, accept and understand children's emotions. On this basis, the following implementation ways are proposed for the education implementers' reference:

4.1 Life Situation Education Method

As the collaborative creators of life situation education method, parents need to fully respect children's subjective experience while maintaining the dominance of education.

(1) Natural frustration utilization

In life, sometimes we do not need to set up special challenges for children, using natural setbacks can let children strengthen the inverse quotient. Classified natural setbacks into ability,

social and unexpected, First, competence-based frustration, Such as the failure to construct a toy model, Encourage your child to actively attribute and try again through continuous trying, Not, but it has to work hard, Strengthen the growth-type thinking, Cultivate children's ability to solve problems; Social frustration, Such as being rejected by your peers, losing matches, Can share their own failure experience has reached empathy, Recognizing that failure and rejection are widespread, Help children to perceive emotions, control emotions, adjust emotions, Emphasize that the experience process focuses on participation; last, An unexpected setback, For example, canceling outing plans and missing items due to rain, Parents can use alternatives to guide children to change, Looking for other alternative options to achieve similar results, Help children to review, for example, whether the planning is not careful enough, after use, Reduce the generation of such adversity. Children can also be persuaded by "delayed enjoyment" to accept and digest their emotions.

(2) Simulation situation creation

Simulated situation can be used as a supplement to natural setbacks, choosing the adversity that does not often occur in life but has important educational significance in creating. Can use role-playing games, help children into the virtual situation, first choose close to the life of children's recent development area adversity theme, give children role, task, problem solving, scenario simulation parents dynamic intervention, in the appropriate circumstances guiding problems, such as "we first solve what problem?", Can create the theme of adversity, such as traffic police to relieve traffic, "dad" to the market to buy food, clothes accidentally torn how to do, teach children to solve the problem four steps. In addition, it is necessary to create parents practice natural disasters and accidents scenarios, such as earthquake drills, fire drill, can make children can calm treatment in the face of accident and the corresponding solutions and correct self protection measures, children can experience challenges in dealing with all kinds of adversity, improve practical coping skills.

4.2 Cognitive Intervention Strategies

(1) Construction of a growth-type language system

Language is the most direct expression of thinking, communication between children and others reflect children thinking mode, language solid pattern of children thinking mode, growth thinking mode can tell children events can be changed through efforts, and curing thinking emphasizes the fact cannot be changed, weakened the individual initiative, the lack of confidence, is not conducive to children growth. The construction of growth language system requires parents to use specific language patterns in their daily communication with children and help children form a positive thinking mode. Parents can change their communication with children, praise and comfort for children from solidified language into growth language, such as you are great you observe so carefully your hands-on ability you have not been good at this you try to do this. Parents cultivate children growth thinking to build a growth language system- transforming I can into still learning. Parents can build a language communication system with children from three aspects: first, evaluate the language

system, replace the result evaluation with process appreciation refuse to generalize the evaluation, for example: this question is well solved this method is the best choice of this question; second, ask the language system, design possibility question. Do you want to try...? Instead of this cannot do; third, the narrative language system, abandon the absolute language not yet mastered to replace I won't story elements: encounter difficulties to try the method temporarily failed to adjust the strategy breakthrough growth.

(2) Family narrative therapy

Starting from the parents themselves, Share your own failure experiences, Not only improves children's empathy, And to give children a more comprehensive and thorough understanding of adversity, Understanding that the existence of adversity can be a stepping stone to individual growth, Success is not just about the results, The experience in the process can also sharpen people's mind; Family narrative therapy ii: compiling the "collection of family inverse business stories", Ask family members to follow their own recent adversity events, Draft the title and record it in words or drawings, First, parents should teach children how to describe events, Inform the elements of the narrative event, Can focus on how to do to overcome adversity, how their own state of mind, Let children strengthen the thinking mode of solving problems when they read the deeds of others or their own review. When other family members read, children have pride to increase confidence and self-efficacy, and are more willing to challenge and not be afraid of difficulties.

Family narrative therapy should be paid attention to that any individual should follow the truth from facts, do not over exaggerate the deeds, parents should set an example, teach children to view their own advantages correctly, to avoid children to develop children's arrogant and conceited character.

4.3 Practice to Strengthen the Mechanism

(1) Progressive challenge tasks

When the individual experience is rich enough to withstand all kinds of difficulties, irregular problems can easily lead to children's confusion and frustration. Children's reverse business from enlightenment, the task difficulty from easy to difficult, still school age (3-6 years old) and school age (7-12 years old) as the watershed, the form of preschool tasks, such as stage games, such as games, simple body movements to complex, physical consumption, to train the ability of children; thinking training school children, for example, stages to complete the complex puzzle, complete different complexity and quantity of puzzles, and finally master the skills to solve such events. The intermediate task should be moderate, challenging and complete to enhance children's self-efficacy. On the basis of simulation scenario, parents should seize the opportunity to experience social practice with children, such as school organization "love flea market" activities, community sports competition, guide children to establish goals, to create goal-oriented problem situation, out of the comfort zone, overcome their difficulties brave first step, when children appear positive behavior, parents timely take is strengthening education means, create optimistic mood for

children, to calmly face the challenge.

(2) Reflect on the review technology

Establish to overcome adversity wrong topic set —— "frustration log", encourage children to record frustration events, including the content of the event when the reaction and put forward specific improvement strategies, different from family narrative therapy family adversity stories, the latter emphasizes increasing self-efficacy, and frustration log by summarizing the lack of improve practical coping skills, pay attention to the ability to ascend. Parents can also use bedtime stories to review setbacks, guide children to think about the reasons for failure, and view failure correctly.

Through scientifically designed challenge gradient, timely feedback and supportive reflective environment, children can not only accumulate specific anti-frustration strategies, but more importantly, form a cognitive model of "adversity —— growth".

5. Conclusions

As the initial field of individual socialization, the transmission of adversity coping mode has a profound influence. To build a systematic and life-oriented reverse business enlightenment system requires parents to transform from the role of the leader of problem solving to the guide, which is not only an inevitable requirement to cope with the challenges of social changes, but also an important link to realize the modernization of family education.

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