

What does “seeing one’s grow-up from his three-years-old, seeing the old from his seven-years-old” tell us

——Analysis of preschool education from the perspective of cultivation of craftsman’s psyches

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Abstract: Although it is only a proverb that “seeing one’s grow-up from his three-years-old, seeing the old from his seven-years-old”, it shows the law of psychological development of people before the age of seven, and tells us vividly the importance of the development of people in preschool stage to the development of their whole life. “Seeing one’s grow-up from his three-years-old” means that from the psychological characteristics, behavior habits and personality characteristics of children at the age of three, we can see the development of psychological character and personality when they grow up. “Seeing the old from his seven-years-old” refers to that we can infer or predict one’s lifelong achievements and achievements as well as his basic personality from his psychological and behavioral characteristics formed and developed at the age of seven. Both of them emphasize the importance of psychological and behavioral competences formed and developed in the early stage. Because of this, we should pay attention to preschool education and take the cultivation of preschool children’s psychological and behavioral competences as the central task of preschool education.

Key Words: “seeing one’s grow-up from his three-years-old, seeing the old from his seven-years-old”; Craftsman’s Psyches; Preschool children; Preschool education; Psychological and behavior competences

1. Introduction

As the saying goes: “seeing one’s grow-up from his three-years-old, seeing the old from his seven-years-old”, which means that it is possible to see one’s look of one’s grow-up from his three-year-old and to see his whole life from his seven-year-old. In other words, from birth to three-years-old, children have developed some basic qualities of becoming a person, which have a great influence on their future development, and the influence lasts until adulthood. When a child is seven years old, he has formed the main psychological qualities that he should have as a person. Although these qualities may change in the future, they will have an indelible impact on the development of one’s whole life. Although this sentence is an old saying and not necessarily correct, it actually emphasizes the importance of human’s early development, just like the cognitive development theory and personality development theory in today’s scientific psychology. It actually tells us to pay attention to children’s early education. Because the younger the child, the more plasticity and development possibilities, so the earlier a good education, the more likely it is to tap the development potential of people. On the contrary, the later the education, the more difficult the education, the worse the education effect. This is the

reason that people often say “don’t let children lose at the starting line”. So is the cultivation of famous craftsmen. That is to say, to cultivate famous craftsmen, children should be trained from childhood to have the psychological quality of famous craftsmen, not when they grow up. If children grow up, it’s too late to train them to become famous craftsmen. From this point of view, the sentence of “seeing one’s grow-up from his three-years-old, seeing the old from his seven-years-old” reflects the general law of human early development. In addition to telling people to take effective education measures and methods as early, it also tells people that different stages of early education have different education contents, methods or approaches, which should be appropriately selected according to the level or characteristics of children’s physical and mental development.

2. What to see

Since “seeing one’s grow-up from his three-years-old, seeing the old from his seven-years-old”, how can we foresee one’s grow-up from his three-year-old and one’s whole life from his seven-year-old? To make such a prediction, we mainly look at what, that is, what is the main basis? In other words, by looking at what’s on a three-year-old or seven-year-old child, we can see his adult or his whole life. The answer is mainly the psychological and behavioral qualities formed or developed by children aged three or seven.

2.1 “Seeing one’s grow-up from his three-years-old”

“Seeing one’s grow-up from his three-years-old” means that from the psychological characteristics, behavior habits and personality characteristics, etc. of children at the age of three, we can see their status of development of psychological character and personality when they grow up. In other words, the level of individual psychological development at the age of three indicates the trend of people’s psychological development, and to a certain extent decides what kind of people they will become when they grow up.

Many studies have shown that the first three years after birth is the most rapid period of physical and mental development[1]. At this stage, infants would internalize parents’ expectations, behaviors and some living standards into their own expectations and rules. Adults, especially parents’ attitudes and ways towards children, are going to have a great impact on children’s growth.

From the perspective of cognitive process, before the age of 3 is the most sensitive period in the formation of children’s feeling, memory, imagination and thinking. To cultivate these cognitive abilities before the age of 3 would get twice the result with half the effort.

From the perspective of brain development and intelligence development, before 3 years old is the top-speed development period of human intelligence. The human brain is made up of about 100 billion nerve cells (neurons). Within two years after the birth of a child, nerve cells develop rapidly, and each nerve cell is connected with about 10000 other nerve cells. Each nerve cell can send 11 messages to adjacent cells every second. It can be seen that the number of information exchanges between brain nerve cells is incalculable, and these connections between brain nerve cells, to a large extent, are made before the age of three[1]. Studies have shown that children’s brain cell tissue has been completed 60% before the age of 3, and the brain of children in this period has a strong absorptive capacity[2]. Therefore, it is able to say that from birth to the age of 3 is an important stage or period of cultivating or developing intelligence. If we miss this period, children’s intellectual development would be greatly affected.

From the perspective of personality formation and development, children’s adult personality has basically been shaped before the age of 3, and there is little change after the age of 3[3]. Kasby, a professor at the London Institute of psychiatry, has shown that the words and deeds of three-year-old children can predict their adult personality. In 1980, Professor Kasby and psychiatrists from King’s College London interviewed

1000 3-year-old children. According to the results of the interview, these children were divided into five types: confident, well adapted, taciturnity, self-restraint and antsy, accounting for 28%, 40%, 8%, 14% and 10% of the total number of children surveyed respectively. In 2003, when these children were 26 years old, Kasby and other psychiatrists interviewed them again, and investigated their friends and relatives. The results showed that the children who were full of self-confidence were very lively and enthusiastic at the age of 3, and they were extroverted; at the age of 26, they were cheerful, strong, decisive, and had a strong desire for leadership. The children with good adaptability show self-confidence and self-control at the age of 3, and are not easy to be upset; at the age of 26, their character is still the same. At the age of 3, the taciturnity children with the lowest proportion are not talkative, timid and easy to play alone when they see strangers; at the age of 26, they are more inclined to conceal their feelings than ordinary people, unwilling to influence others, and dare not do anything that may lead to their own injury. The self-restraint children show self-control, self-discipline and autonomy when they are 3 years old. They are not easy to be influenced by others and have their own opinions. When they grow up, they are still the same as when they were 3 years old. Antsy children who show negative behavior, distracted, hyperactivity, unable to sit down, emotional instability, etc. at their 3 years old, are more likely to be distressed and angry when they are 26 years old. these people and the people who are familiar with them mostly evaluate them as unrealistic, narrow-minded, nervous and antagonistic[4].

Kasby's research has proved to a certain extent that "Seeing one's grow-up from his three-years-old"[1]. The results of this study tell us that it is very important and necessary to cultivate good personality characteristics of children before 3 years old, and it must be paid attention to by parents and other infant caregivers. Otherwise, if the formation of bad personality characteristics or psychological tendency in this period, it would have a great adverse impact on the future development of children. Although these psychological characteristics and tendencies can be changed in the future, it would be more difficult to do so in the future. This is the truth of "the country is easy to change, the nature is hard to change". Through his own research, Kasby believes that the code of conduct of parents before the age of 3 is a template of children, which directly determines the code of conduct for children's whole life. Therefore, at this stage, parents should not only pay attention to their children's behavior, but also pay attention to their own words and deeds[1].

2.2 "Seeing the old from his seven-years-old"

"Seeing the old from his seven-years-old" is the same as "seeing one's grow-up from his three-years-old", nothing but its influence is on people's life-long influence, that is, the psychological development at the age of seven decides people's life-long development to a great extent. In other words, according to the behavior habits, psychological characteristics, interest and motivation, emotional quotient, adversity quotient and other psychological qualities of the human individual at the age of 7, we can infer or predict his achievements and exploits after middle age and his basic personality in old age. Psychological research shows that people's physical and mental development in early childhood is still very fast[1]. This stage is the key period for the formation and development of self-consciousness, speech ability, music, painting, arithmetic, etc., which is of great significance to the development of a person's life-long.

From the perspective of cognitive process, symbolic thinking begins to appear and develops rapidly since 3 years old. Language is an extremely obvious way for children to show their symbolic function. Symbolic thinking is the ability to use one thing to replace another. It is because of this, children can use the image or language of things to represent their experience and think by analogy. Using symbolic thinking, children have been able to do some symbolic games or pretend games, that is, children play certain roles to carry through games. These play activities may play a positive role in the development of children's sociality, emotion and

intelligence, etc. In addition, symbolic games are closely related to some important psychological abilities, such as psychological representation, social reference, imagination, cosplay, negotiation, problem solving, etc., and may have a direct or indirect positive impact on the development of non-social cognition, social cognition and social skills, etc. The directivity and concentration of children's attention began to form and develop, they began to be able to control their own impulses and keep their attention on the activity goal. Children's memory develops to a higher level and can judge things according to their own memory. They have certain logical analysis, induction and comprehensive ability, and can control their thinking and behavior with their own language, and guide themselves with their own external language to ensure that they can complete every step of the task.

From the perspective of language development, children between the ages of 3 and 7 have gradually developed a certain ability of verbal communication and reading and writing. Their vocabulary has increased greatly, and the vocabulary of 6-year-old children is 3-4 times that of 3-year-old children. Their sentences are becoming more and more complex. Children can speak complete sentences in their 3 years old, and the sentences spoken by 7-year-old children are close to the adult level.

From the perspective of EQ Development, young children gradually have the ability of emotion control and adjustment, understanding and self-emotion-consciousness. They are able to control and regulate their own emotions to a certain extent, understand others' emotions, and be aware of their own emotions.

From the perspective of intellectual development, 3-7 years old is the second peak stage of human intellectual development. At the age of 3, children's intelligence reaches 50% of that of adults, and at the age of 7, it reaches 80% of that of adults, which shows that from 3 to 7 years old, human intelligence is still a period of rapid development of human intelligence. Therefore, early childhood is also an important stage or period of cultivating or developing intelligence. If this period missed, children's intellectual development would be greatly influenced.

From the perspective of the formation and development of personality, young children gradually establish their self-concept, their self-worth begins to sprout and develop, their characteristics of personality gradually form and stabilize, and have a holistic personality.

From the perspective of motor ability, young children's coarse motor skills and fine motor skills in early childhood have been greatly developed, their body movements have become more coordinated, and the development of sports ability, such as running, climbing, stretching and grasping, has given them new ways to explore the world and given them new goals and tasks[6]. With the emergence of new purposes, new tasks and new ways of activities, they are full of curiosity about the world and have the interest and enthusiasm to explore the world. All these show that this stage is the best time to cultivate them to have craftsman's psyches.

It is precisely because of the physical and mental development characteristics of pre-school children that the cultivation of craftsman's psyches should start from this period. The reason is that many psychological qualities contained in craftsman's psyches are formed and developed from this period. This period is also a critical period for the development of many aspects of craftsman's psyches, such as independence, autonomy, innovative spirit and concentration.

3. The educational value of “seeing one's grow-up from his three-years-old, seeing the old from his seven-years-old”

From the above individual development from birth to 7 years old, “seeing one's grow-up from his three-years-old, seeing the old from his seven-years-old” actually tells us to pay attention to early education. What qualities should early education cultivate for children? From the perspective of children's development

from birth to 7 years old, early education should focus on cultivating children's good behavior habits and positive psychological quality, including craftsman's psyches, especially the core competences needed by the development of contemporary society. However, many parents and preschool education teachers only pay attention to the cultivation of children's knowledge, expertise and intelligence, etc., rather than the cultivation of good behavior habits and positive psychological quality, they fail to pay attention to the formation and development of children's healthy personality, so that early education has lost its due role, and even produced side effects. For example, some parents have enrolled their children in many interest classes, making them busy learning all kinds of skills and neglecting their children's nature, which makes them bored and even resistant to learn. For another example, our country's preschool education has a serious tendency of primary-schoolization of preschool education, which leads to children's weariness before they go to school. For another example, due to the doting of parents and the elderly's taking on what ought to be done by children, many children do themselves proud and lack the awareness and courage to overcome difficulties. Once do they encounter difficulties in the process of learning, they would be discouraged and lie down. Even the teachers take the initiative to help them make up lessons for free, but they don't cooperate. For another example, due to the lack of good family education and gratitude education since childhood, many children are used to their own way, Lao-zi is the best in the world, and they are used to bossing their parents around. If they feel a little dissatisfied, they would speak wildly. They have no idea that the person he bullies is the only relative who gives him life and works hard for him for many years!

Some people summarize the ten specific manifestations that young parents don't have a deep understanding of the importance of early education, and they don't know much about their children's individual differences. They are: (1) Don't know that children aged 0-7 have various sensitive periods. (2) Wrong regards instilling knowledge as children's early education. (3) Don't know their children need to crawl, and abuse baby walker to save trouble and make things easier. (4) Don't know how to deal with their children's crying. (5) Don't know why their children after the age of three attack. (6) Don't know "don't impose on children what adults themselves don't want to." (7) Unconsciously transfer too much negative information to children. (8) Don't know that the parents' improper language education would result in their children unable to speak clearly. (9) Don't know how to internalize the rules into children's hearts. (10) Don't know how to deal with the phenomenon of children robbing toys[2]. It is because of the parents' ignorance in early education that children's behavior habits and good psychological competences which should be cultivated in preschool stage are not cultivated.

Through research, Zhu Wenjun and others proposed that young children should form the following habits and mental literacies[1][2]. (1) Can say "thank you", learn to be grateful. Politeness starts with "thank you". Parents teach their children how to be grateful and smile from the heart. A person who knows how to be grateful would love his friends, be filial to his parents, be loyal to his duty and give back to the society. He must become a useful person in the future. (2) Learn to make friends. Regardless of any age stage, to find one or two partners who share joy and pain is often a necessary condition for children to be lively and cheerful, independent and confident. Parents should teach their children some skills of making friends, and set a good example for them. They should make some "good" friends instead of evil-associates. (3) Good reading habits: diligent in reading, fast reading, happy reading. To be diligent in reading is to make full use of time to read, and able to persist in reading even when encountering various difficulties. Fast reading is to cultivate the ability of fast reading and the ability to get new information quickly. Happy reading is to experience the happiness of reading and to be full of interest and love in reading. (4) The courage and spunk to express one's opinions. This is to train children from childhood to have their own opinions, dare to express their opinions, and give them the

opportunity to speak. Some small things that children can decide might as well leave it to them to make decisions. In case of major events, children's parents might as well listen to the child's opinions. Maybe children would give them a surprise. For introverted and shy children, parents should also guide and lead their children to express their views. (5) Willing to do housework. Let children practice doing housework since childhood, the purpose is to expect and cultivate their children's future rather than share their parents' worries, which is the performance that parents are responsible for their children. Besides making children clean and tidy, children who can do housework have stronger hands-on ability, would find ways to solve problems by themselves, love home more and have more sense of responsibility. (6) Sincerity. Psychological research found that the most valued literacy in interpersonal relationship is sincerity. A sincere person is always easy to get the favor, friendship and recognition of others, the most able to move others, based on society. (7) The habit of doing things by oneself and the spirit of self-reliance.

The above analysis shows that preschool education must not become like primary school, but should focus on cultivating preschool children's good behavior habits and positive mental literacies. Therefore, in order to run pre-school education well, we must resolutely correct the current problem of primary schoolization of pre-school education in our country, and make pre-school education return to its own development track.

4. Conclusion

"Seeing one's grow-up from his three-years-old, seeing the old from his seven-years-old" tells us that children's physical and mental development before 7 years old is very important for their whole life.

"Seeing one's grow-up from his three-years-old, seeing the old from his seven-years-old" emphasizes the importance of early education.

"Seeing one's grow-up from his three-years-old, seeing the old from his seven-years-old" tells us that the cultivation of children's good habits and mental literacies is the center of preschool education.

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