

Situations And Encounters: The Effective Way of Preschool Education In The Horizon of Cultivating Craftsmanship Psyches

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Abstract — *With the development of society, the importance of craftsmanship psyches has become increasingly prominent. Because of this, it is very important and necessary to cultivate craftsmanship psyches. The pre-school stage is the key period of cultivating craftsmanship psyches; therefore, it should become an important task of pre-school education to cultivate craftsmanship psyches. The basic way of cultivating craftsmanship psyches in preschool education is situation and encounter, which includes two aspects: real situation and encounter and educational situation and encounter. When cultivating the craftsmanship psyches of preschool children, we should not only make full use of the real situations and encounters, but also actively create the educational situations and encounters. The main ways to use the real situation and create educational situations are games, interaction, and culture.*

KeyWords — *Situation and encounter; Craftsmanship psyches; Preschool education; Game; Interaction; Culture*

I. INTRODUCTION

How to carry out preschool education? By what way to teach can we achieve good effects? It is a problem that we have to pay attention to and solve in order to do a good job in preschool education. At present, the primary-schoolization of preschool education in China has led to many serious problems[1][2], which seriously affect the quality of preschool education and hinder the

development of preschool education. This is especially true today when China is transforming from an extensive economic model to an intensive economic model, and intensive economy is more and more dominant[3][4].

With the transformation and development of the Chinese social economy, a large number of talents with craftsmanship psyches, especially craftsmanship spirit, are needed[5]. Because of this, China vigorously advocates cultivating the talents with craftsmanship psyches, including craftsmanship spirit. In 2015, Chinese Central Television(CCTV) launched the TV series “*Craftsmen of Great Powers*,” advocating of craftsmanship spirit; in 2016, Chinese Premier Li Keqiang proposed “Craftsmanship Spirit” from the national level for the first time in the *Government Work Report*, upgrading “cultivating craftsmanship spirit” to the national will and social consensus. It can be seen that craftsmanship psyches are of great importance to national and social development. It is because the social needs for craftsman’s psyches and a basic law of education is that education must adapt to social development, contemporary education must conform to social development to cultivate craftsmanship psyches including craftsmanship spirit. Because pre-school is the key period of many aspects of psychological development, including craftsmanship psyches[6], the cultivation of craftsmanship psyches should start from pre-school education. This tells us that vigorously developing preschool education and making efforts to do a good job in preschool education is an



important way to promote social and economic development. Because of this, since 2007, every report of the National Congress of the Communist Party of China has pointed out that we should pay attention to preschool education. In 2007, General Secretary of the Communist Party of China, HU Jintao made a special instruction in the report of the 17th National Congress of the Communist Party of China that we should pay attention to preschool education[7][8][9]. In 2012, General Secretary HU Jintao put forward the idea of “running preschool education well” in the report of the 18th National Congress of the Communist Party of China again[10]. In 2017, XI Jinping stressed again that “running preschool education well” in the Report at the 19th National Congress of the Communist Party of China[11]. “*The Outline of National Medium and Long Term Education Reform and Development Plan (2010-2020)*” uses a special chapter (Chapter 3) to discuss preschool education and take preschool education as the key developmental object from 2010 to 2020[12]. Through the interpretation of the contents of the Outline, we can see that the expression of preschool education is a very important highlight[13]. All these show that with the development of society, the role of preschool education in talent training is becoming more and more prominent. Because of this, in order to cultivate preschool children with craftsmanship psyches, it is necessary to clarify the ways of preschool education. Based on the analysis and research of the existing preschool education practice and the need for the cultivation of craftsmanship psyches, we can see that there are mainly the following ways to cultivate the craftsmanship psyches of preschool children.

II. THE MAIN WAY OF PRESCHOOL

EDUCATION IS SITUATION AND ENCOUNTER

A. *The educational value of situation and encounter*

Situation and encounter refer to contexts, events, people and things, etc., people encountered by people in life, study, and work. In actual education and teaching activities, situation and encounter include real situation and encounter and educational situation and encounter.

With the development of psychological science and the deepening of psychological and educational research, many psychologists and educators have realized that

situations and encounters play a very important role in the formation and development of the individual mind.

James, functionalist psychology and contemporary Cultural Psychology, Evolutionary Psychology, Constructivist Psychology, Activism Cognitive Psychology, and so on, all of them believe that human psyches are come into being and developed in the process of adapting to the environment. The process of mental development is the process of interaction between humans and the environment. Activities, especially practical activities, connect the environment with the human mind and behavior so as to make both of them evolve and develop coordinately in the interaction[14].

The representatives of the psychoanalytic sociocultural school, such as Karen Danielsen Horney, Erich Fromm, and Humanism representative figure Carl Ranson Rogers, all recognize this. Fromm believes that human situations and encounters are the basis of the formation and development of individual psychology, which leads to the specific process of assimilation and socialization. Assimilation and socialization constitute the main components of personal character. Therefore, the personal character can be defined as the way to lead human energy (based on the needs of the personal situation) to the process of assimilation and socialization[15]. The same situation, if people’s encountering is different, the mind formed by the situation would be different. For example, in the same dangerous situation, people who have eliminated the dangerous factors with the help of others have fundamentally different psyches from those who have been fallen into the well by others. Horney pointed out that people’s needs and the way and degree of being satisfied are important conditions that affect the formation and development of people’s psyches. People whose needs are over satisfied unconditionally (doting), those whose needs are rejected to satisfy, and those whose needs are reasonably satisfied to have different psyches. Rogers believes that the experience gained by a person in various encounters and situations plays a very important role in his mental formation and development. The affirmation or negation, respect or contempt, care or indifference from adults, especially important people for one child, are important conditions for his mental development. All these show that situations

and encounters play an important role in the formation and development of the individual mind[16].

The above analysis shows that people's situations, encounters, and experiences are very important educational resources and ways[16], and the rational use of them is an important path or condition to do a good job in education or to promote people's growth or "Becoming a social person." In other words, one's situations, encounters, and experiences are the necessary ways and conditions to cultivate, shape, and develop himself. Situations, encounters, and experiences in education include real situations and encounters (situations and encounters that existed in real life) and educational situations and encounters (situations and encounters created by educators).

From the perspective of individual development and educational reality, children's life situations, encounters, and experiences are important ways of their mental development, and also important educational resources. If properly used, it can play a role that ordinary, normal educational contents and ways are unable to play. For example, when children fall down, they should be encouraged to get up bravely and learn how to deal with setbacks or failures. Another example is that teachers should encourage children's active questioning, and guide them to actively explore, so that they can learn to find and solve problems, and cultivate their critical spirit and innovation. Using these events can cultivate children's good mental quality and promote their healthy development[17].

Of course, the role of situations and encounters in education depends on the use of them by educators. If used properly, they would play a positive role; on the contrary, if used improperly, they would play a negative role[18]. It can be said that the use of situations and encounters or the creation of situations and encounters is an important competence of educators. Therefore, preschool teachers should be fully aware of the role of activities, situations, and encounters, actively use various conditions to create activities, situations, and encounters, and cultivate preschool children's positive mental literacies in them. So is the cultivation of craftsmanship psyches.

B. Real situation and encounter

The real situations and encounters are the real context, experience, and encounter where preschool children live or exist in daily real life. Modern psychology, pedagogy, sociology, cultural anthropology, and other multidisciplinary studies show that situations and encounters are very important conditions for the formation and development of children's psyches[19], especially for preschool children. Situations and encounters that preschool children get in their daily life have a greater impact on their development. This is because they lack knowledge and experience, cognition, judgment, and evaluation, and are more vulnerable to environmental factors, especially human factors[6]. For example, when a child accidentally falls, the attitude and performance of other children and adults present have a great impact on him. This shows that situations and encounters play a very important role in preschool children's mental development, and it can even say that preschool children's psyches are come into being and developed in the situation, encounter and experience that they place[17]. In different situations, encounters, and experiences, the meaning of the stimulus and the individual's response to the stimulus are also different[16][19]. In addition, when the situation and encounter change, the meaning of stimulus and the response pattern caused by it would change accordingly [14] [16] [18] [19]. In a word, the process of preschool children's psychological development or "becoming a true person" takes place in life situations and encounters.

In preschool education, many situations would be possible to happen anytime and anywhere, such as children's cutting in line, fighting for things each other, falling down while playing, and many conflicts among preschool children, etc., all of them are good educational materials. The good use of the phenomenon of children's cutting in line is helpful to cultivate children's awareness of the rules or well-behaved consciousness. The proper use of children's falling and injury while playing would be very conducive to cultivate children's courage, a spirit of unafraid of frustration, and wisdom of preventing and avoiding failure in advance. The proper use of children's fighting for toys and other things each other would be an advantage to cultivate children's psychological qualities such as humility and friendliness, fair and healthy

competitive spirit, and wisdom of communicating with others. The reasonable use of conflicts between children would be possible to make them learn to solve conflicts properly and increase their wisdom.

For example, when accidentally fall down in playing, children are going not only gradually to learn the lessons and experiences to avoid and prevent tumble, but also to form and develop various mental literacies, such as the manner or pattern of respond to tumble, the attitude towards life, the frustration tolerance, the attitude and behavior pattern towards difficulties, etc. Among them, the manner or pattern of response to tumble includes such as their feeling pain, fear, and being cautious or standing up bravely. The attitude towards life includes such as that life is not smooth sailing. The attitude and behavior pattern towards difficulties includes such as getting up by themselves as falling down. The volitional quality includes such as being brave, unafraid of difficulties or setbacks. The cognitive style and attribution ways include such as the internal attribution that the cause of tumble are attributed their own carelessness, or the external attribution that external things work against themselves. The coping style includes such as their analyzing the cause to avoid falling again or kicking things that trip them[16].

C. Educational situation and encounter

Educational situation and encounter are the situations or encounters created by educators according to the actual needs of educational activities. In addition to the real situation, educators should also create educational situations and encounters, which might be situations and encounters that preschool children might meet with in the future, or that other people have met with in the past and now. It would promote the development of preschool children that preschool children acquire some experiences and undergoing in the situations and encounters created by teachers.

In the actual practice of preschool education, due to the contingency, randomness, and aimlessness of the real situations and encounters, the effect of cultivating craftsmanship psyches of preschool children by the real situations and encounters is relatively limited. This requires that teachers and parents should actively create situations and encounters to cultivate craftsmanship

psyches of preschool children according to preschool children's psychological characteristics and conditions possessed by preschool children, and cultivate craftsmanship psyches of preschool children through appropriate guidance in the situations and encounters created.

When creating educational situations and encounters, teachers should make use of all kinds of phenomena in life and all kinds of stories in culture. For example, we can use the electrostatic phenomenon in daily life to organize preschool children's activities, which can stimulate children's interest in scientific exploration, the spirit of being willing to explore and discover, the initiative of actively exploring new things and seeking differences, and the mental quality of serious and meticulous meditation and attention. Another example is to design the game of buoyancy law according to the story of "*Cao Chong Weigh An Elephant*" to cultivate and stimulate the curiosity of preschool children, the good habit of using their head to find the way of solving the problem, and the wisdom of actively taking advantage of things.

III. THE BASIC WAYS OF CARRYING OUT PRESCHOOL EDUCATION BY UTILIZING SITUATION AND ENCOUNTER

To do a good job of carrying out preschool education by taking advantage of situations and encounters, it is necessary to adopt the following basic ways.

A. Games

Game is the most basic or main teaching method of preschool education and the main activity form that preschool children like very much. "*The Guidance Outline of Kindergarten Education*"[20], "*Regulations of Kindergarten Education*," "*Regulations of Kindergarten Work(2016 edition)*"[21] and other documents of guiding preschool education in China formulated and introduced by our country; all take game activities as the main way of preschool education. Therefore, preschool teachers and parents should properly design, organize and carry out game activities according to the law of preschool children's physical and mental development, so as to cultivate children's craftsmanship psyches and promote children's physical and mental development by game

activities.

For example, in order to cultivate preschool children's frustration tolerance and Huagong(the competencies of transforming the unfavorable factors into the favorable ones or "Gong Li" or "Kung Fu" that changes from negative to positive)[22][23], preschool teachers may create difficult games in which preschool children are easy to suffer certain setbacks or failures. In order to cultivate children's habit of being diligent or good at thinking, preschool teachers may create games in which children need to use their brains to solve problems. In order to cultivate children's sense of responsibility, preschool teachers may create the games in which children must undertake certain difficult tasks. That is to say, preschool teachers and parents should actively create all kinds of game activities that can cultivate preschool children's craftsmanship psyches and promote preschool children's physical and mental development according to the laws of preschool children's physical and mental development and the needs of cultivating their craftsmanship psyches.

Teachers can also guide and organize children to create game activities by themselves according to the existing materials. In the entire game activities, children are able to continue to increase the difficulty of the game, and make the game more challenging under the condition of ensuring safety. In this way, preschool teachers cultivate children's autonomy, self-management ability, innovation, courage, and anti-frustration mental ability, and so on, make preschool children's various mental literacies develop and progress. It shows that game activity are an interesting and effective way to cultivate preschool children's craftsmanship psyches. Teachers and parents should guide and organize children to design and create games by themselves according to local conditions. Many labor games are able to make children feel the value of small hands, improve the sense of self-service, enhance the emotions of cherishing goods, get rid of bad habits of selfish and lazy, etc., understand the meaning of labor, taste the joy of success after overcoming difficulties, improve the persistence of doing things and so on[24]. For example, "I send toys home (the labor of tidying up toys)," "I wash chairs' face(the labor of cleaning chairs)," "I give handkerchiefs a bath(the labor of washing handkerchiefs),"

"I tie bowknots on my shoes (the labor of learning to tie shoelaces)," "little chairs are very obedient(the labor of setting chairs after meals well)"[24].

B. Interaction

If we attach importance to situation and encounter, we could not ignore interaction, which reason is that the vast majority of situations, encounters, and social activities, especially the situations and practical activities faced by preschool children's development, are formed by different people's interacting each other. The so-called interaction refers to the mutual-effect and interplay among people, factors, things, or objects. Social interaction refers to the process in which people interact and influence each other, and all of them change to a certain extent. This kind of change is mainly mental or behavioral. The interaction in preschool education is mainly social interaction.

Interaction is an important condition for the formation and development of people's minds [18][19]. It may even be said that people's mind is formed and developed in interaction. If there is no social interaction, it would be difficult for people's personality, soul, and even the whole person and society to come into being, let alone develop. People and the society (others) construct their personalities, soul, and so on in their interactions. For example, in the process of children's growth, if their parents, teachers, and so on can always find their bright spot, and constantly encourage them, it would not only promote their intellectual development, but also cultivate their self-confidence, so that there can develop healthily. Psychological studies have shown that children who are just born are able constantly to adjust themselves according to the reaction of adults. For example, when one child has a need, if his crying is able to attract parents to meet his needs, he would learn the strategy of crying to meet his needs. When he has any needs in the future, he would get satisfaction by crying or even making trouble without reason. If his parents ignore his crying, he will change his strategy until his parents' attention is aroused to meet his needs. At this time, he would learn the strategy that finally leads to his needs being satisfied. If the parents ignore all his performance, he would form basic distrust, even basic hostility and basic anxiety, and may further generalize the basic hostility and basic anxiety to form a

bad personality. From this point of view, education is actually an interactive process; children are gradually shaped or “becoming a true person” by social interaction. This kind of interaction includes the interaction between teachers and preschool children and the interaction between preschool children[17].

As far as the interaction between teachers and preschool children is concerned, they are both equal participants and autonomous subjects in educational activities[18][19]. In preschool education, preschool teachers adjust their behavior by recognizing, interpreting, and understanding their influence on preschool children and the reaction of preschool children to their behavior, so as to make the interaction between them more smooth and effective. At the same time, preschool children adjust their behavior by recognizing, understanding, or explaining their influence on teachers, so as to obtain their own physical and mental development[17][18][19].

As far as the interaction between preschool children is concerned, it is the basis for them to form a positive and harmonious interpersonal relationship and learning atmosphere, promote each other and make common progress. In the interactive discussion and mutual help of preschool children, the fusion and expansion of horizons would come into being, so that every child would have a new recognizing, interpreting, and understanding. Therefore, it can be said that it is an important task for educators to coordinate the relationship between preschool children and enable them to interact well[15] [17][18][19].

C. Culture

Everyone lives in a culture. Culture is like air to people; although people can't feel it at ordinary times, it is an indispensable condition for their existence, and affects them all the time. As the saying goes, “one side of soil and water feeds its side of people,” it can be said that culture is the “soil and water” for the formation and development of people's psyches. Under its influence or edification, people would form or develop the mental and behavioral characteristics required by the culture. Because of this, education should take culture as an important educational resource and cultivate people by cultural influence[23].

Many scholars have pointed out that culture is a kind of mentality, which not only conditions the development

of individuals, but also affects the development of the social economy. Backwardness is a kind of cultural mentality. One of the important reasons why some countries or regions lag behind in economy and science, and technology is that they are backward in their culture and people's psychology. People in backward areas often have a closed, conservative, status quo satisfied mentality and fatalism, lack of risk-taking and enterprising spirit, have the motivation to avoid failure rather than strive for success, lack of independence and initiative, stick to conventions, be content with the status quo, fear of innovation, lack of self-efficacy, and endure poverty. O. Lewis, an American sociologist, put forward the concept of “poverty culture” after his research. He thinks that in this culture, the way people deal with poverty from generation to generation is how to endure poverty, and the content of parents' education for future generations is how to accept poverty instead of trying to change it[17].

Because culture is an important factor that restricts people's psychological development, it should be taken it as one of the primary tasks of education to construct a positive culture according to the development of society, by which culture it could be to cultivate people with a positive mentality that can adapt to and promote the healthy development of society. It should be paid attention to shape people's cultural mentality, and take cultivating people's good cultural mentality as our own responsibility, by which culture it could be to promote the development of social economy and culture as well as the harmony and health between people and society. It should be attached importance to the influence of culture on people, to make full use of existing cultural resources and create new cultural resources to achieve the goal of cultivating people needed by society.

As far as preschool education is concerned, it should be to create a positive kindergarten culture and cultivate children's good behavior and positive mental quality by culture. For example, children's literature works, which are one important part of the culture. Whether in China or in other countries, children's literature works are of great educational significance. They can play an important role in cultivating preschool children's positive mental literacies, especially the quality of craftsmanship psyches[25]. When using literature works for education, it

is able to make use of the excellent children's literature works at home and abroad, or compile them according to the actual situation of preschool children; it should be to pay attention to not only the common factors in the main literary works, but also the cultural, psychological factors under different cultural backgrounds. When carrying out the education of children's literature works, we should pay special attention to excavate the contents with psychological education significance. The purpose of doing so is to cultivate children's interest, increase their knowledge, make them understand the truth, improve their self-confidence, make them learn to communicate, sharpen and steel their will, regulate their behavior, help them abandon bad behavior, and develop good behavior habits, and provide a platform for children to imitate beautiful things. For example, the fairy tale "The Ugly Duckling" reflects self-esteem and self-strengthening, respect for human nature, the pursuit of beauty, bear and eliminate setbacks, feeling life, and other philosophies. In the teaching of this story, we can use game way, discussion method, and other teaching methods to give children rich imagination space and performance experience opportunities.

IV. UTILIZATION OF SITUATION AND ENCOUNTER IN PRESCHOOL EDUCATION

If it is to make preschool education to achieve good results, it is necessary for teachers to make full use of the real situation and encounters and create suitable educational situations and encounters for children, so that children can get their own experience. Therefore, preschool teachers should pay attention to the following aspects when they use situations and encounters to carry out education.

A. Making full use of natural situations and encounters

Natural situation and encounter is the situation and encounter presented by nature, such as the alternation of spring, summer, autumn, and winter, the characteristics or traits of various animals and plants, the attributes or characteristics of various things, the local geographical environment, and so on. All of them are able to be used as educational situations or resources to cultivate and teach preschool children.

Some preschool teachers utilize the four seasons

phenomenon for carrying out education. In the warm spring season, they move the classroom to the outdoors, and let preschool children learn such beautiful poems as "little grass wakes up from its deep sleep," "flowers smile," "frogs sing," "swallows dance" in the joy of watching "The winter jasmine blows the trumpet," "Miss Liu's long braids" and "welcome swallow home," etc. In the hot summer, the children argue about that "are ants six-legged or Eight Legged?" "How do earthworms walk without legs?" and germinate the fantasy of "walking on the rainbow" in the joy of catching ants, looking at earthworms, catching butterflies, and viewing the rainbow after the rain. In the cool autumn, children learn how to classify, collect and make specimens in the joy of picking up fallen leaves. In the cold winter, children feel the happiness of making a snowman and having a snowball fight, experience what is overcoming difficulties, brave and strong will in cold snow..... In the four seasons of the year, children can enjoy the wonderful knowledge provided by mother earth, all of which are able to satisfy children's curiosity, expand children's horizons, cultivate children's good character, and keep children mentally healthy[26].

Preschool teachers can also guide and lead children to organize their own activities according to things in nature in order to cultivate their good psychological literacies. For example, they can design questions with plum blossom as the theme. First, let the children smell the plum blossom and ask them, "why is the plum blossom so fragrant?" "Why is plum blossom able to experience the cold of severe winter but not afraid of it?" "What should we learn from plum blossom?" and so on. For another example, Preschool teachers can take preschool children to observe bamboo to cultivate their competencies by skillfully designing questions, such as "what's inside bamboo? (for its hollow, symbolizing modesty) ", "why does bamboo grow so high? (for its putting down the burden. Among them, its hollow is the token of putting down all unnecessary burdens) ", "Bamboo is hollow, but why does it grow so high? (for its knowing, describing and symbolizing that people should have integrity and backbone)", "Why does bamboo bend so much that it doesn't break? (for its toughness, symbolizing that people should have resilience, tenacity, adamancy, and

anti-frustration ability) ”. In daily life, there are many things with rich psychological meaning, by which it is able to cultivate various psychological qualities contained in craftsmanship psyches.

B. Setting up the toy situation properly

When setting the toy situation and encounter, preschool teachers should design scientifically according to the mental literacies that should be cultivated for preschool children. For example, to cultivate children’s competitive psychology, preschool teachers can guide children on how to get the opportunity to play with toys through competition in the situations and encounters designed that everyone wants to play with fun toys, but toys are not enough. To cultivate the spirit of cooperation, preschool teachers can set up game situations and encounters that need children’s cooperation.

C. Taking advantage of daily life situations and encounters

In practically carrying out preschool education, teachers should take advantage of various situations and encounters in children’s daily life.

For example, parents take sick children to the hospital to ask doctors for injections. In this situation, children, parents, doctors, and injection needles constitute a complete context. Children’s physical feelings, psychological cognition and behavioral reactions, parents’ words, deeds and reactions, and doctors’ speech acts interact with each other to affect children’s mental activity or feelings and the overall development of children’s minds. Any change in one of these factors would have an impact on the child’s mind. Take the behavior of parents as an example. If parents or doctors fraudulently told one child that the injection is not painful before the doctor gives him an injection, but in fact, he can feel very painful as an actual injection, he would be very easy to form some mental characters, such as deception, fear of hardship, fear, and aversion to the doctor and even the white coat. If his parents furtherly scare the child with the doctor in the future, such as “don’t cry, cry again, call the doctor to inject for you,” he would form negative psychological characters. If parents properly comfort, encourage, and tell their children: “injection will hurt, but my baby is very

brave, not afraid.” “Sick or not? How can we eliminate the pain as soon as possible? Then you have to listen to the doctor. Although injection is painful, it can remove the pain. Once you get an injection, the baby will get better.” And so on, it would help to cultivate children’s courage, gratitude to doctors, honesty, and other positive psychological qualities. In this case, the words of parents, doctors, and children interact with each other to form an overall effect[16]. It fully shows that the importance of daily life situations and encounters to children’s development; therefore, parents and teachers should scientifically and reasonably children’s daily life situations and encounters.

In addition, teachers and parents can also ask children to raise some animals and plant some plants in their daily life. It is able to cultivate them a certain sense of achievement to observe the growth of animals and plants in the process of their raising and planting. It can enhance their sense of responsibility to take good care of animals and plants. It is able to reinforce their thirst for knowledge to explore ways to cultivate animals and plants. It can cultivate their ability to observation to understand the characteristics of animals and plants. It can cultivate the qualities of loving nature, loving heart, and so on to treat animals and plants well. It can cultivate the qualities of earnest and continuous improvement to think of ways to cultivate animals and plants well. It can cultivate their positive and healthy competitive quality to compare who can raise them well.

V. CONCLUSION

Pre-school stage is the key period of cultivating craftsmanship psyches.

The basic way of preschool education to cultivate craftsmanship psyches is the situation and encounters.

The basic ways to carry out the education of situation and encounter are mainly games, interaction, and culture.

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