

Research article

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A STUDY OF THE FAMILY EDUCATION ECOSYSTEM FOR THE PSYCHOLOGICAL HEALTH DEVELOPMENT OF 0-3-YEAR-OLD INFANTS AND YOUNG CHILDREN

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Abstract. *This article focuses on the study of the family education ecosystem for the development of mental health in infants and young children aged 0–3 years. Explained the ecosystem view and examined its family education ecology from the perspective of ecosystem view. Based on mature scales and through literature research, a family education ecosystem model suitable for the psychological health development of 0–3 year old infants and young children was constructed. A survey was conducted on 296 parents of infants and young children. Empirical analysis showed that there was a significant correlation between independent variables and dependent variables such as parental education level, family economic conditions, family structure status, parental education knowledge, parental education literacy, parental education concepts, parental education abilities, parent-child relationships, family lifestyle, system, culture, etc. Based on empirical analysis results, for the development of psychological health in infants and young children aged 0–3, it is possible to strengthen the construction of a family education ecosystem from three dimensions: micro system, meso system, and macro system; Construct a matching family education ecosystem for infants and young children aged 0–1 and 1–3, respectively, to improve targeting. From the perspective of the family visual micro-system, it is necessary to encourage children to express their emotions such as joy, anger, sadness and fun, and teach them appropriate emotional regulation techniques; promote children's development of self-awareness, understanding of their capabilities and abilities, and develop self-confidence and independence.*

Keywords: *0-3 year old infants and young children; Psychological health development; Family education ecosystem*

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ИССЛЕДОВАНИЕ ЭКОСИСТЕМЫ СЕМЕЙНОГО ОБРАЗОВАНИЯ ДЛЯ РАЗВИТИЯ ПСИХОЛОГИЧЕСКОГО ЗДОРОВЬЯ МЛАДЕНЦЕВ И ДЕТЕЙ РАННЕГО ВОЗРАСТА ОТ 0 ДО 3 ЛЕТ

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Abstract. В данной статье основное внимание уделяется исследованию экосистемы семейного образования для развития психологического здоровья младенцев и детей младшего возраста в возрасте от 0 до 3 лет. Объясняется экосистемный взгляд и рассматривается экология семейного образования с точки зрения экосистемного взгляда. На основе зрелых шкал и посредством исследования литературы была построена модель экосистемы семейного образования, подходящая для развития психологического здоровья младенцев и детей младшего возраста в возрасте от 0 до 3 лет. Было проведено обследование 296 родителей младенцев и детей младшего возраста. Эмпирический анализ показал, что существует значительная корреляция между независимыми переменными и зависимыми переменными, такими как уровень образования родителей, экономические условия семьи, статус структуры семьи, знания родителей в области образования, грамотность родителей в области образования, концепции образования родителей, способности родителей в области образования, отношения между родителями и детьми, образ жизни семьи, система, культура и т. д. На основании результатов эмпирического анализа для развития психологического здоровья младенцев и детей младшего возраста в возрасте от 0 до 3 лет можно усилить построение экосистемы семейного образования из трех измерений: микросистема, мезосистема и макросистема; Создать соответствующую экосистему семейного образования для младенцев и детей младшего возраста от 0 до 1 года и от 1 до 3 лет соответственно, чтобы улучшить таргетирование. С точки зрения семейной микросистемы, необходимо поощрять детей выражать свои эмоции, такие как радость, гнев, печаль и веселье, и обучать их соответствующим методам эмоциональной регуляции; помогать детям развивать самосознание, понимать свои возможности и способности, развивать уверенность в себе и независимость.

Keywords: Младенцы и дети младшего возраста 0-3 лет; Развитие психологического здоровья; Экосистема семейного образования

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The “Family Education Promotion Law” clearly states that the family is the first classroom and parents are the first teachers (Ye, 2024, p. 20). The family is the cradle for the growth of infants and young children aged 0–3 years. The healthy mental development of infants and young children begins at home, and the family is almost the entire environment for their development (Lin, 2023). During the critical period of 0–3 years old, the family education environment lays a solid foundation for the mental health of infants and young children. We should pay attention to the impact of the family education environment on the mental health development of infants and young children, and strive to create a good family education environment, which is important for promoting the development of infants and young children. There is great value in growing up healthily. The ecological development concept is an impor-

tant theoretical model in the field of mental health education. It believes that psychology is a function of human beings and the environment, and is a fit between human beings and the environment.

Theoretical explanation

1. Theoretical explanation of the ecological system view. The ecological system view is the product of the integration of the systems development view and the ecological development view. The representative one is the ecological theory of human development proposed by the American psychologist Bronfenbrenner. The ecological system view studies children from an ecological dimension, explores the role of the ecological environment on children, and expands the previous understanding of the environment. It is no longer limited to the immediate events and situations around children, but treats the environment as a complex of multiple similar The system of structures extends from home to school and then to the neighborhood where children live their daily lives (Yang, 2023, p. 62).

This theory emphasizes that individual psychology and behavior are the result of the interaction between people and the environment. This environment is composed of multiple interrelated subsystems, and the interaction between these subsystems, as well as the interaction between the individual and the environment, jointly promote human development. This theory not only focuses on the internal factors of the individual, but also on the influence of the external environment, and attempts to understand the dynamic relationship between the two. It emphasizes the integrity, dynamics and interaction between the ecosystem and the environment.

2. Explanation of family education ecological theory for the healthy mental development of infants and young children. The family is the microenvironment for the healthy mental development of infants and young children. From the perspective of an ecological system, the family education ecology is examined, which mainly includes the microsystem of family education, the mesosystem of family education, and the macrosystem of family education (Teng, Teng, 2022, p. 104).

From the micro system of family education, the mental health development of infants and young children is affected by parents' education level, parents' education knowledge, parents' education literacy, parents' education concepts, and parents' education ability (Zhang, Liang, 2023, p. 225). For example, in rural areas, parents' education level is relatively low. Its educational concepts are also relatively outdated, which affects the family education ecological microsystem (Yang, 2015, p. 87–90). According to American psychologist Baldwin's classification of parent types, different types of parents have different educational methods, which affect children's mental health to a certain extent. In addition, parents' temperament and social status indirectly affect children by affecting the implementation of family education. mental health development (Liu, Feng, 2016, p. 139).

From the mesosystem of family education, parent-child relationship, family economic conditions, family lifestyle, family structure status, etc. are also factors that affect the family education ecology. In some families, the lack of paternal education, poor communication, and lack of paternal love have resulted in an ecological imbalance in family education, affecting children's personality development and perfection, mental health, and emotional development (Fan, 2023, p. 42). The healthy mental development of infants and young children is greatly affected by the physical environment and humanistic environment of the family. The younger the child, the higher the dependence on the family (Liu, 2023, p. 99). The development of infants and young children is formed and developed in the humanistic ecological environment. The physical environment of infants and young children's families constitutes the humanistic ecology of family education, which implicitly affects the mental health development of infants and young children (Deng, Liu, 2023, p. 34).

From the macro system of family education, culture ultimately affects the personality of family members by affecting family education concepts and lifestyles. As Taylor, the father of anthropology, said, culture is a complex of knowledge, customs, and other abilities and habits. Mr. Yu Qiuyu also believes that culture is a way of life, which affects the personality quality of collective members (Yu, 2019). The system also provides environmental support and action support for family education through codes of conduct and norms, ranging from laws and regulations to rules agreed upon by family members. It pays attention to family education, pays attention to family tradition, focuses on academic studies, and emphasizes personality and conduct education. Model words and deeds, cultivate character and mind, understand the true meaning of being a good person, and influence the standards of family education (Wang, Kang, 2020, p. 27).

Model construction

1. Determination of family education ecosystem variables for the mental health development of infants aged 0–3 years old. Regarding the variables of the family education ecosystem, according to the explanation of the family education ecology theory of the mental health development of infants and young children, the family education ecosystem includes micro systems, meso systems and macro systems. The elements of each system are listed in the family nurturing environment compiled by American psychologist Moss. scale (HOME), the Chinese version of the Family Environment Scale (FES-CV) based on the American psychology MossR and designed by Fei Lipeng et al., the Family Intimacy and Adaptability Scale (FACESII) compiled by the American scholar Olson-CV) and the Child Family Nurturing Environment Scale and other mature scales compiled by Dr. He Shousen are also involved. Based on this, this study uses the maturity scale as the basis and through literature research, designs family education ecosystem variables suitable for the mental health development of infants and young children aged 0–3, as shown in Table 1.

Table 1

Family education ecosystem variables suitable for the mental health development of infants and young children aged 0–3 years old

	Variables	Author (year) and related scales
Microsystem	Parental education level	Yang Dawei (2015), Teng Yiqing and Teng Tuo (2023), Zhang Zhiquan and Liang Chenglong (2023), He Shousen (2006)
	Parent education knowledge	Teng Yiqing and Teng Tuo (2023), Zhang Zhiquan and Liang Chenglong (2023), He Shousen (2006), Family Environment Scale Chinese version (FES-CV)
	Parental Educational Literacy	Teng Yiqing and Teng Tuo (2023); Zhang Zhiquan and Liang Chenglong (2023), He Shousen (2006)
	Parental Education Concepts	Yang Dawei (2015); Teng Yiqing and Teng Tuo (2023); Zhang Zhiquan and Liang Chenglong (2023), He Shousen (2006)
	Parental Education Ability	Liu Xiaohan and Feng Bang (2016), Teng Yiqing and Teng Tuo (2023), Zhang Zhiquan and Liang Chenglong (2023), He Shousen (2006)
Mesosystem	Parent-child relationship	Fan Jian (2023), Teng Yiqing and Teng Tuo (2023), Family Intimacy and Adaptability Scale, Chinese version of Family Environment Scale, Children's Family Nurturing Environment Scale
	Family economic conditions	Teng Yiqing and Teng Tuo (2023), Children's Family Nurturing Environment Scale
	Family lifestyle	Teng Yiqing and Teng Tuo (2023), Deng Juxiang and Liu Xiaotong (2023)
	Family structure status	Fan Jian (2023), Teng Yiqing and Teng Tuo (2023), Liu Siwei (2023)
Macrosystem	Culture	Taylor (2022), Teng Yiqing and Teng Tuo (2023), Yu Qiuyu (2019)
	System	Teng Yiqing and Teng Tuo (2023), Wang Juan and Kang Changchun (2020)

For the mental health development of infants and young children aged 0–3, the Bailey Scales of Infant and Toddler Development (BSID) is a widely used infant and toddler development assessment tool. The third edition was launched in 2006, covering cognitive, language, motor, and social interactions. Five dimensions such as emotion and adaptation measure the psychological performance of infants and young children. This study used the Bailey Scales of Infant and Toddler Development (BSID) to measure the mental health development of infants and young children aged 0–3 years.

2. Construction of a family education ecosystem model for the mental health development of infants and young children aged 0–3 years old. According to the family education ecosystem variables for the mental health development of 0–3-year-old infants determined in the study, the family education ecosystem model for the mental health development of 0–3-year-old infants is shown in Figure 1.

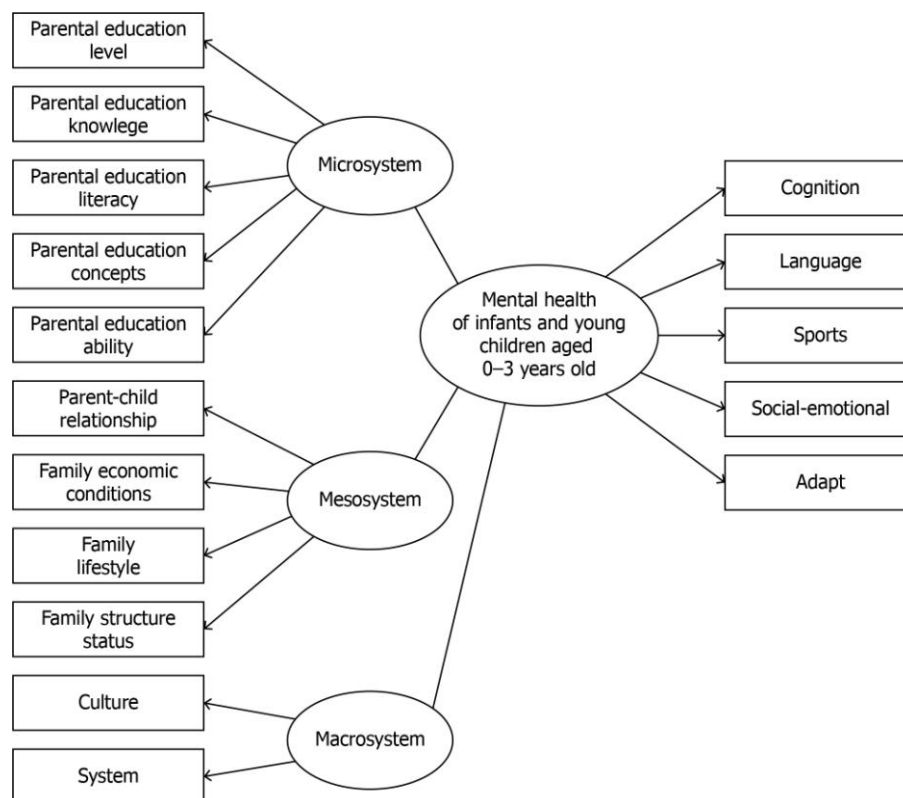


Fig. 1. Schematic diagram of the family education ecosystem model for the mental health development of infants and young children aged 0–3 years old

As shown in Figure 1, the educational level of parents is divided into five levels: primary school, junior high school, high school or technical secondary school, college and undergraduate, and graduate and above, with scores of 1–5 respectively; family economic conditions are divided into five levels: annual income below 30,000, 30,000 to 70,000, 70,000 to 120,000, 120,000 to 200,000, and more than 200,000 are scored from 1 to 5 points respectively; family structure status is divided into joint families, skipped generation families, single-parent families, stem families, and nuclear families. 5 points; other variables are evaluated on a five-point Likert scale in terms of degree and implementation quality, with scores ranging from 1 to 5 respectively. The five dimensions of mental health of infants and young children aged 0–3 are scored according to a five-point Likert scale, and the average score is calculated to evaluate the mental health of infants and young children aged 0–3.

Empirical analysis

Parents of infants and young children aged 0–3 were selected as subjects, and 296 parents were randomly surveyed. The age distribution of their children was 87 aged 0–1, 98 aged 1–2, and 111 aged 2–3.

1. Validity and reliability analysis. The Cronbach's α coefficient was used to measure the validity of the family education ecosystem scale for the mental health development of infants aged 0–3 years old. The Cronbach's α coefficient was 0.984, much greater than 0.7, indicating that the scale has high internal consistency and each item is within The same underlying construct or characteristic is measured, and the correlation between them is strong and has good reliability.

KMO and Bartlett were used to test the reliability of the family education ecosystem scale for the mental health development of 0–3-year-old infants and young children. The results are shown in Table 2. The KMO value is 0.979 and the P value is 0.000, indicating that the scale has good reliability.

Table 2

KMO and Bartlett's test

Kaiser-Meyer-Olkin metric of sampling sufficiency		.979
Bartlett's test of sphericity	Approximate chi-square	4840.403
	df	66
	Sig.	.000

2. Regression analysis. Since there are categorical variables and continuous variables in the family education ecosystem, this study uses ordered logit regression analysis to analyze the relationship between the mental health of infants and young children aged 0–3 and the family education ecosystem. Model fitting information is shown in Table 3.

Table 3

Likelihood ratio test of ordered logit regression model

Model	-2 log likelihood	Bangla	df	Significance
Intercept only	1530.781			
finally	830.714	700.067	12	.000

Join function: Logit.

As shown in Table 3, the P value is less than 0.01, indicating that the family education ecosystem model for the mental health development of 0–3-year-old infants and young children is effective, and the construction of this model has statistical significance. The model was tested for parallelism, and the results are shown in Table 4.

Table 4

Parallelism test of ordered logit regression model

Model	-2 Log Likelihood	Chi-Square	df	Significance
Null hypothesis	830.714			
broad sense	671.302a	159.412 ^b	216	.999

As shown in Table 4, the P value is greater than 0.05, indicating that the model parallelism test has passed and the analysis can continue. The results of ordered logit regression analysis are shown in Table 5. As shown in Table 5, independent variables and dependent variables such as parent education level, family economic conditions, family structure status,

parent education knowledge, parent education literacy, parent education concepts, parent education ability, parent-child relationship, family lifestyle, system, culture, etc. There is a significant correlation between the mental health development of infants and young children aged 0–3 years old ($P < 0.05$). According to parameter estimates, parent education level, family economic conditions, family structure status, parent education knowledge, parent education literacy, parent education concepts, parent education When ability, parent-child relationship, family lifestyle, system, culture, etc. increase by 1 unit, the impact on the mental health development of infants and young children aged 0–3 increases by 0.479, 0.368, 0.452, 0.420, 0.597, 0.606, 0.759, 0.477, 0.476, respectively. 0.435, 0.394 units.

Table 5

Parameter estimates of the family education ecosystem model for the mental health development of infants aged 0–3 years old

Parameter	Estimate	Standard error	Wald	P
Parental education level	0.479	0.169	8.015	0.005
Family economic conditions	0.368	0.169	4.744	0.029
Family structure status	0.452	0.183	6.113	0.013
Parent education knowledge	0.420	0.170	6.093	0.014
Parental Educational Literacy	0.597	0.170	12.296	0.000
Parental Education Concepts	0.606	0.174	12.169	0.000
Parental Education Ability	0.759	0.176	18.540	0.000
Parent-child relationship	0.477	0.185	6.647	0.010
Family lifestyle	0.476	0.177	7.205	0.007
System	0.435	0.168	6.739	0.009
Culture	0.394	0.183	4.657	0.031

Discussion of results

According to the empirical analysis results, for the mental health development of infants and young children aged 0–3, the family education ecosystem can be strengthened from three dimensions: family micro system, meso system and macro system.

1. Constructing a family microsystem. The family microsystem is constructed from the aspects of parents' educational level, parents' educational knowledge, parents' educational literacy, parents' educational concepts, and parents' educational abilities. In terms of parents' educational level, parents are encouraged to participate in continuing education to improve their academic qualifications and skill levels; parents are encouraged to develop lifelong learning habits and constantly update and expand their knowledge. In terms of parent education knowledge, understand and master scientific family education concepts and methods; learn to pay attention to the emotional needs and psychological changes of infants and young children. In terms of parents' educational literacy, they should face the educational issues of infants and young children with a positive attitude, pay attention to and invest time and energy; possess certain educational skills and methods, and be able to guide the healthy growth of infants and young children. In terms of parents' education concepts, they should pay attention to the comprehensive development of infants and young children, including knowledge, skills, emotions, social interaction, etc.; they should also pay attention to the quality education of infants and young children and cultivate their innovative spirit and practical ability. In terms of parent education capabilities, establish a good communication mechanism and communication method with infants and young children, and understand their needs and problems.

2. Constructing a family mesosystem. Construct a family mesosystem from aspects such as family economic conditions, family structure status, parent-child relationship, and family lifestyle. In terms of family economic conditions, we should rationally plan education investment, including school selection, early childhood education, etc., and formulate long-

term and short-term financial plans to cope with the economic pressure on education. In terms of family structure status, create a harmonious and warm family atmosphere, establish a democratic and equal family decision-making mechanism, and promote emotional exchanges among family members. In terms of parent-child relationships, establish an effective parent-child communication mechanism to enhance mutual understanding and trust, strengthen interaction and communication between family members, and establish a close and harmonious family relationship; provide children with emotional support and care, and help them establish a positive Self-identity and emotional security. In terms of family lifestyle, cultivate healthy living habits and constantly adjust and improve them to adapt to the different stages of growth of family members and changes in the family environment.

3. Constructing a family macro system. Build a family macro system from the aspects of institution and culture. In terms of institutions, clarify and inherit the unique moral style, spiritual outlook and atmosphere of the family; formulate detailed family mottos, including the family's history, cultural traditions, behavioral norms, moral principles, etc., to guide the words and deeds of family members; formulate family The code of conduct that members abide by includes respecting elders, being friendly to brothers and sisters, studying diligently, and treating others with integrity. From a cultural perspective, promote family ethics and morals, emphasize respect, understanding, support and care among family members; respect and protect traditional culture, inherit the excellent traditions of family education, advocate an inclusive and understanding family cultural atmosphere; organize a diverse culture Recreational activities enhance cultural exchanges and emotional connections among family members.

Suggestions

The age of 0–3 is a period of rapid mental health development for infants and young children. The psychological development during this period is mainly divided into the infancy period of 0–1 years old and the early childhood period of 1–3 years old. Therefore, it is necessary to strengthen the construction of the infant and young child family education ecosystem based on different periods and adapt to The psychological development needs of infants and young children at different stages.

1. Building a family education ecosystem for infants aged 0-1 years old. Infants aged 0–1 years have limited cognitive abilities and understand the world mainly through perception and intuition. They begin to form an attachment relationship with their primary caregivers and show simple emotional expressions such as happiness and dissatisfaction. To this end, in terms of family microsystems, parents stimulate the development of hearing, vision and touch through simple games and toys; they convey love and care through close physical contact, facial expressions and vocal communication. In terms of the family mesosystem, parents and babies engage in frequent parent-child interactions, such as singing, telling stories, hugging, etc., to promote emotional communication and create a harmonious and stable family atmosphere. In terms of the family macro system, professional early education norms are used to provide babies with diverse stimulation and learning opportunities.

2. Build a family education ecosystem for infants aged 1–3 years old. The social skills of children aged 1 to 3 years have been significantly improved, they have begun to establish interactive relationships with peers, and learned to share, cooperate and follow simple rules. They have also begun to show more complex emotional responses, such as compassion and empathy. To this end, in terms of the family micro system, encourage children to express their emotions, such as joy, anger, sorrow, and joy, and teach them appropriate methods of emotional regulation; help children build self-awareness, understand their own bodies and abilities, and cultivate their self-confidence and independence. In terms of the family mesosys-

tem, we establish positive interactive relationships with children aged 1–3 years old and cultivate social skills; we provide children with more social opportunities and exercise platforms through parent-child sports games, parent-child garden parties, etc. In terms of the family macro system, establish simple family rules, educate infants and young children to abide by the rules, and cultivate their sense of order and discipline.

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