

A Multi-Dimensional Analysis and Governance Study of Online Public Opinion after the Enactment of China's "Preschool Education Law"

—Based on Python Analysis of Weibo Data in 2024

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Abstract

The popularization of the "Preschool Education Law" is an important part of the current government's educational governance. This study, using Python technology, selected the 7529 comments from the five most popular official media accounts on Sina Weibo since the promulgation of the "Preschool Education Law" in 2024 as the research object, and analyzed them from three aspects: subject composition, emotional tendency, and focal issues. The results show that the online public has a certain level of attention to the "Preschool Education Law", but the spatial differentiation and gender differences presented there in reflect the possible existence of an "information cocoon" in the policy dissemination process. The online public's overall emotional response to the promulgation of the "Preschool Education Law" is positive, but the presence of a certain proportion of neutral and negative emotions should be noted to be vigilant against potential risks in the implementation of the policy. The online public's discussions on the "Preschool Education Law" focus on eight themes, which are the key issues that should be addressed in the process of promoting and popularizing the "Preschool Education Law". Therefore, in the process of promoting the popularization of the "Preschool Education Law", the government should pay attention to the differences among online public opinion groups, effectively carry out the popularization work of the "Preschool Education Law"; pay attention to the emotions of online public opinion, and guide them rationally, emotionally, and legally; and dynamically understand the focal issues to respond to the public's demands for preschool education.

Keywords

Preschool Education Law, Online Public Opinion, Python

1. Introduction

As the initial stage of the national education system, preschool education is the beginning of lifelong learning, which has a profound impact on children's physical and mental health development and the cultivation of future learning ability. It is not only related to the growth and development of individuals, but also to the fairness and justice of society, the improvement of population quality and the long-term development of the country. In the past 20 years, preschool education, as one of the fastest growing fields of education, its rapid development has not only spawned the rapid expansion of educational resources, but also exposed many problems such as uneven allocation of resources and uneven quality (Zhan & Du, 2025). In order to fundamentally solve the problems existing in the field of preschool education and promote the universal, safe and high-quality development of preschool education, on November 8, 2024, the 12th meeting of the Standing Committee of the 14th National People's Congress voted to pass the "Preschool Education Law of the People's Republic of China", which came into force on June 1, 2025. As the first special law in the field of preschool education in China, the law fills the legal gap in the field of preschool education (Hou, 2024). It provides a solid legal guarantee for the development of preschool education, which is of milestone significance. It clarifies the public welfare nature of preschool education, emphasizes the leading responsibility of the government, standardizes the school-running behavior of kindergartens, guarantees the legitimate rights and interests of preschool children, and points out the direction for the healthy development of preschool education.

According to the latest data released by the China Internet Information Center, as of December 2024, the number of Internet users in China ranked first in the world, reaching 1.108 billion, and the Internet penetration rate reached 78.6% (China Internet Information Center, 2025). In this context, the education network public opinion came into being. As the sum of the emotions, views and attitudes of the network public on education-related policies, events and problems (Wang & Luo, 2019), it has become one of the important ways to grasp the true voice and emotional attitude of the public about the "preschool education law". On the day of the promulgation of the "Preschool Education Law", it attracted widespread attention from the public and entered the Sina Weibo hot search list. CCTV news, People's Daily and other official media competed to report. Taking Sina Weibo of CCTV news as an example, the news with "Preschool Education Law" as the key word is highly praised by 29,000, with nearly 3000 comments and more than 2000 forwards. These praises and comments reflect the current voice of the public on the "Preschool Education Law". However, the current research on China's "Pre-

school Education Law” mainly focuses on the interpretation and analysis of the legal provisions themselves, while relatively little attention has been paid to the emerging research perspective of network public opinion, and there is a lack of accurate grasp of the strategies and methods for governing relevant network public opinion and consolidating the social consensus of “Preschool Education Law”. Therefore, this study will combine the background of the promulgation of the “Preschool Education Law”, use Python technology to mine and analyze the micro-blog data in 2024, clarify the main composition, emotional tendency and focus issues of the “Preschool Education Law” network public opinion, and propose effective governance strategies to better respond to social concerns, improve the enthusiasm and initiative of public participation in preschool education, promote the implementation and popularization of the “Preschool Education Law”, and jointly promote the development of preschool education.

2. Research Design

2.1. Research Object

Table 1. Related official Sina Weibo information.

Sina Weibo name	Number of Likes	Number of comments
People’s Network	28,000	3701
People’s Daily	9118	1250
CCTV News	29,000	2954
China News Network	328	59
Guizhou daily official Weibo	126	14

Compared with other platforms, Sina Weibo is often the most important starting and spreading platform for educational public opinion (Gong & Liu, 2024). Therefore, the data of this study are derived from the comments of the five official media blogs with the highest popularity of news related to “Preschool Education Law” in the Sina Weibo client. Researchers obtain relevant data through Python web crawlers, and the main steps are as follows. First of all, input the search term “preschool education method” to locate the relevant Weibo, and select the relevant news under the five most popular official Weibo according to the heat ranking (Table 1). Secondly, through the web crawler program written in Python, the text content, publisher information, release time, number of likes and comments of Weibo are collected and integrated in an orderly manner to form a macro Weibo database. Finally, with the help of professional data processing methods, the original comment data is filtered to remove invalid data such as format errors, advertisements, and garbled codes. The processed comment data will be the core research object of this study. It should be noted that, with reference to the related research on the length of the network public opinion cycle and the theme heat, the “longest cycle maximum” of the network public opinion theme is 30.39 days

(Xu & Yang, 2024). To understand the public opinion reaction after the policy was introduced, this study only collected relevant data from November 8, 2024 to January 8, 2025.

2.2. Analysis Method

The data analysis is divided into three parts.

Firstly, explore the composition of public opinion subjects: use statistical analysis methods to comprehensively sort out the information sources of topics and the basic characteristics of users participating in reviews. Thus, in-depth understanding of the network environment in China, around the “preschool education law” formed by the public opinion is what the main body involved in the construction, clear the distribution and role of different subjects in it.

Secondly, the analysis of netizens “emotional attitude: with the help of the SnowNLP class library (Snow Natural Language Processing) in the Python language, the emotional tendency analysis is carried out for the comment data. The emotional tendency is divided into three types: positive, negative and neutral, so as to accurately grasp the emotional attitude of the majority of Internet users on the topic of “Preschool Education Law”, and to gain insight into their inner feelings and opinions. The specific standard is that the $[0 - 0.4]$ interval is negative emotion, the $(0.4 - 0.6]$ interval is neutral emotion, and the $(0.6 - 1.0]$ interval is positive emotion.

Thirdly, focus topic and interest appeal mining: using Python’s LDA (Linear Discriminant Analysis) document topic generation model, the probabilistic topic recognition of the discussion on “preschool education law” on the network is carried out. Through this advanced technical means, we can deeply explore the deep-seated information hidden behind various topics, clarify the focus theme of “preschool education law” that Chinese online people really pay attention to and the specific interest demands they express, and provide a strong reference for the formulation and improvement of relevant policies.

3. Research Results and Analysis

3.1. Analysis on the Subject of Network Public Opinion of “Preschool Education Law”

Around the relevant news under the five most popular official microblogs, 2758 microblog users participated in the comments, resulting in 7529 comments. According to the territorial data of comment users (Figure 1), the IPs involved in the discussion cover most of the provincial administrative regions in China, indicating that the topic has a certain degree of national attention.

The specific performance is as follows: the topic discussion in the eastern coastal areas is hot, and the number of IPs in the eastern coastal provinces such as Guangdong, Jiangsu and Shandong is relatively large. Taking Guangdong as an example, the number of discussion participants corresponding to its IP territory reached 999, which was more prominent in various regions. The participation of the cen-

tral and western regions is uneven. For example, Hubei, Sichuan and other provinces have a certain number of IPs to participate in the discussion, but the overall heat is less than the eastern coastal areas; some regions, such as Qinghai and Xizang, have low participation. By comparing the development data of the main indicators of the Internet released by the National Bureau of Statistics (National Bureau of Statistics of China, 2025), this may be related to the popularity of the Internet in different regions. From the perspective of the gender structure of the comment users, there are 2010 comments posted by men and 5519 comments posted by women, with a male to female ratio of 26.6:73.3. It can be inferred that female Weibo users have a higher proportion and stronger willingness to participate in the discussion of “Preschool Education Law” topics, while male Weibo users have a lower proportion and weaker willingness to participate in the discussion of “Preschool Education Law” topics. This may be related to the gender preference of Weibo content and the gender division of labor in the family. For example, Gong Botao’s related research shows that “because Weibo content is more life-oriented and entertainment gossip is more attractive to women to participate in the discussion, and because mothers generally assume more responsibility for accompanying and educating their children” (Gong & Liu, 2024), the topic of “Preschool Education Law” has higher attention and participation.

3.2. Analysis of Network Public Opinion Sentiment of “Preschool Education Law”

Through the analysis of the emotional tendency of all the comments, it is found that the network public opinion has a positive emotional attitude towards the topic of “Preschool Education Law,” a total of 5192, accounting for 68.96%, indicating that most netizens have a positive attitude towards the introduction of the law and recognize its positive role in the development of preschool education. A total of 1096 comments on the neutral emotion part, accounting for 14.56%, indicating that some netizens are more cautious and wait-and-see on the law; a total of 1241 negative emotions were included in the comments, accounting for 16.48%, indicating that netizens’ views on the “Preschool Education Law” were not completely consistent and there were different voices (Figure 2).

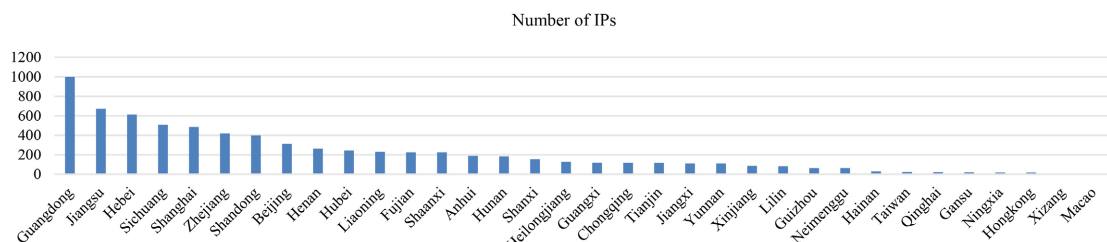


Figure 1. Regional distribution of comment users.

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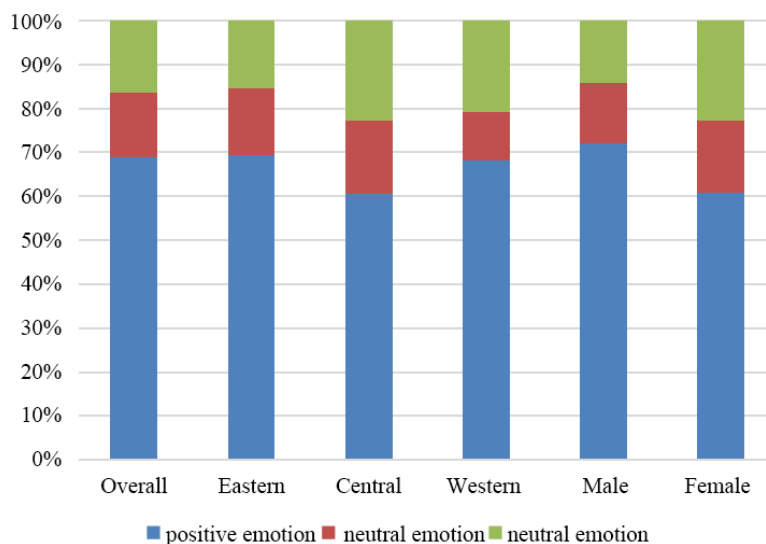


Figure 2. Emotional distribution of comment content.

At the same time, the regional and gender public opinion emotions in different regions are unbalanced, and the specific data are shown in **Table 2**. The emotional distribution of netizens’ comments in the eastern region is basically consistent with the national level. Compared with other regions, the positive emotional comments are the highest, the negative emotional comments are the lowest, and the neutral emotions are in the middle. Compared with other regions, the emotional distribution of netizens in the central region is the lowest in positive emotional comments, while the neutral emotional comments and negative emotional comments are the highest in the country; the emotional distribution of netizens in the western region is higher than that in other regions, the positive emotional comments are higher, the neutral emotions are the lowest in the country on average, and the negative emotional comments are in the middle level (**Table 2**).

In terms of gender, women’s positive emotional comments account for 72% of their overall emotional distribution, which is significantly higher than men’s 61%. In preschool education, women often play an important role, such as parents and teachers. The provisions of the “Preschool Education Law” on protecting children’s rights and interests, improving the quality of education, and standardizing

the behavior of running kindergartens are closely related to the vital interests of women in preschool education. Therefore, female netizens have a higher degree of recognition of the law; the negative emotions of the male group accounted for a relatively high proportion in their overall emotional distribution, which was 23%. Combined with the specific content of the comments, it can be found that the negative emotions of the male group mainly focus on the economic burden, the uncertainty of policy implementation and so on. Such as a netizen put forward “truly implement, is the inclusive”, “I have no money, still limit”, “then can only go out of school to spend money in advance on young convergence”.

Table 2. Emotion distribution table.

Project	Positive emotion	Neutral emotion	Negative emotion
Eastern	69%	15%	16%
Central	61%	17%	23%
Western	68%	11%	21%
Male	61%	16%	23%
Female	72%	14%	14%

3.4. Analysis of the Focus of Network Public Opinion on “Preschool Education Law”

The “People always rely on the imagination of the real world in their minds to understand those public opinion events and pay special attention to those public opinion contents that meet their expectations” (Lippmann, 2018). On the network platform, when faced with many topics about the “preschool education law,” ordinary netizens usually do not pay attention to each topic indiscriminately, but focus on the content that they think has the value of attention according to their own judgment. In order to accurately understand the real views and interest demands of the online public on the “Preschool Education Law,” this study established a subject clustering model (Figure 3) for 7529 comment contents through the LDA model of Python, so as to grasp the focus theme of online public opinion. According to Figure 3(a), “Intertopic Distance Map” (Intertopic Distance Map), these comments construct 8 topics; Figure 3(b) is a list of 30 related words associated with topic one. Through this list, the specific content of the topic can be identified, and all the content of the topic can be identified by operation in turn. Figure 3(c) and Figure 3(d) are the robustness tests of the eight topics generated by the LDA model. The robustness is measured by the degree of confusion (Perplexity) and consistency (Coherence) of all topics. The lower the degree of confusion, the higher the certainty of each word mapped to the relevant topic. The higher the consistency, the stronger the discrimination of the topic. On this basis, the researchers conducted further manual screening, and finally identified seven distinctive educational equity focus topics.

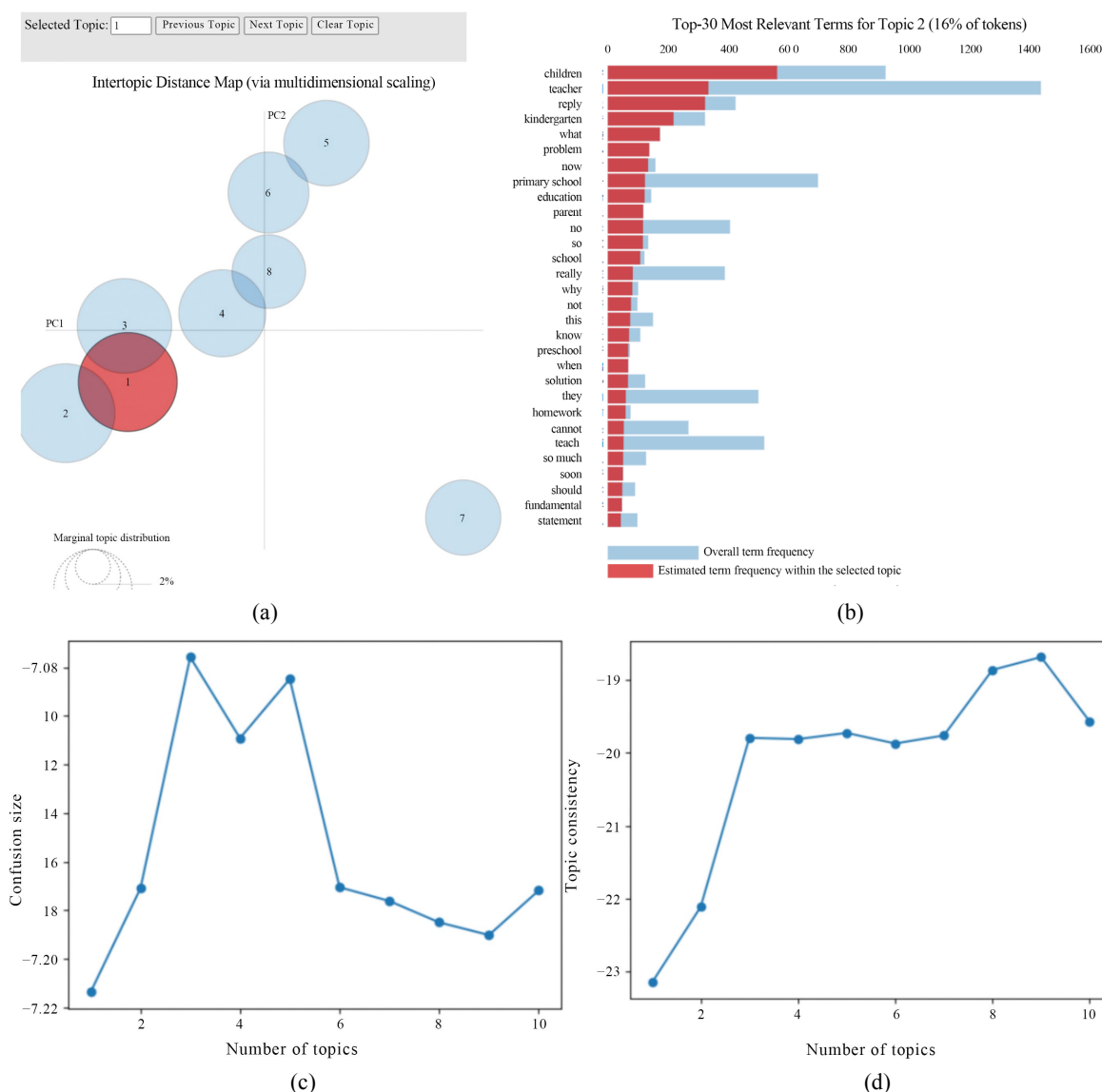


Figure 3. Visualization results and robust analysis of topic subject clustering of “Preschool Education Law”. (a) Clustering topic spacing, (b) Clustering topics (1) List of associated words, (c) Perplexity test of clustering topics, (d) Consistency test of clustering topics.

The focus themes of these seven “pre-school education laws” are as follows: 1) the responsibility of the transition from kindergarten to primary school, pointing to the vague responsibility of the transition from kindergarten to primary school and the anxiety of parents’ advanced education; 2) Pinyin teaching, pointing to the absence of pinyin teaching and the debate on educational equity after the kindergarten strictly implements the requirement of “de-primary schoolization”; 3) The reverse of home-school education responsibility, pointing to the discussion of “reverse transmission of responsibility” in the compulsory education stage based on the dispute of young convergence, such as parents as “supernumerary teachers”; 4) Kindergarten teachers, pointing to the contradiction between the expansion of kindergarten teachers’ needs and quality assurance requirements un-

der the inclusive policy; 5) Cost sharing, pointing to the cost sharing mechanism of preschool education and the problem of cost transfer; 6) Delayed service, pointing to the problem of policy variation of delayed service, such as alienation to subject counseling; 7) The protection of teachers' rights and interests, pointing to the crisis of professional dignity of preschool education workers; 8) Service supply mode, pointing to the value conflict between market-oriented services and public welfare attributes.

Table 3. Cluster theme analysis of “Preschool Education Law” network public opinion.

Serial number	Theme	Topic keywords top1 - 10
1	The responsibility of transition from kindergarten to primary school	children; teacher; kindergarten; problem; primary school; education; parent; school; preschool; solution
2	Pinyin teaching	primary school; kindergarten; grade 1; pinyin; convergence; teaching material; children can't keep up; parents; do not teach
3	The reverse of home-school education responsibility	primary school; kindergarten; correct; parents; Junior high school; now; Pinyin; teacher; Senior high school; Grade 1
4	Kindergarten teachers	kindergarten; children; parents; teacher; experts; demand; kindergarten teacher; Ministry of Education; public; wage
5	Cost sharing	kindergarten; per year; public; tuition; university; semester; private; per month; cheap; food costs
6	Delayed service	kindergarten; semester; per month; after school; homework; public; children; delay; public; universal benefits
7	The protection of teachers' rights and interests	teachers; back tone; wage; knowledge; learn law; court; burden reduction; requirements; always; improve
8	Service supply mode	kindergarten; teacher; preschool education; cancel; public; service; Summer holidays delay; trusteeship; counseling

From the perspective of the educational subjects related to the theme, these themes mainly involve kindergartens, teachers, primary schools, parents, and children. This has certain commonalities with the related research of Li Juan et al. (Li, Lu, Peng, Zeng, & Wang, 2023), but there are differences in the order of the subjects. The main order presented by the results of this study is kindergarten, followed by primary school, and the third is children and teachers. This may be related to the differences in research topics; from the perspective of the content of the theme association (Table 3), the deep-seated problems reflected by these themes

point to “the transition from kindergarten to primary school” (**Table 3** themes 1, 2, 3) “teachers’ rights and interests” (**Table 3** themes 4, 7) “service supervision” (**Table 3** themes 5, 6, 8). Combined with the ranking of each theme, “the transition from kindergarten to primary school” that the network public opinion pays the most attention to, followed by “teachers’ rights and interests” and “service supervision”.

4. Discussion

4.1. The Spatial Differentiation and Gender Characteristics of the Subject of Network Public Opinion

This study found that the scope of online discussion of “Preschool Education Law” is relatively wide, but there are significant regional differences and gender differences.

In the regional dimension, the participation of the eastern coastal areas is significantly higher than that of the central and western provinces. For example, the number of discussions in Guangdong (999 IP) is 62.4 times that of Xizang. This is related to the degree of economic development in various regions and the education level of the public (2024GDP: Guangdong 14,163.381 billion yuan, Xizang 276.494 billion yuan) (**National Bureau of Statistics of China, 2025**). At the same time, this phenomenon is consistent with the regional differences in China’s Internet infrastructure (**National Bureau of Statistics of China, 2025**). According to Van Dijk’s digital divide theory (**Van Dijk, 2023**), the difference in access to digital technology (the first layer of the divide) will directly weaken the public’s ability to participate in policy discussions. Therefore, the difference of Internet infrastructure in different regions directly affects the degree of public participation in the discussion of “Preschool Education Law.” At the same time, the regional distribution of preschool education resources further strengthens the expression motivation of stakeholders. For example, the proportion of public parks in Xizang is more than 90% (**edu.gov, 2023**). The public has insufficient motivation due to the small policy impact, which confirms the hypothesis of “interest density driving participation” in “rational choice theory” (**Downs, 1957**), that is, interest density determines the intensity of participation. Therefore, the network discussion of “Preschool Education Law” presents a significant “East High West Low” participation gradient, which reflects the “technology-interest” double imbalance of policy communication to a certain extent. We should be alert to the information cocoon generated under the double loopholes of “digital divide-interest alienation”.

In the gender dimension, the proportion of female participation (73.3%) was significantly higher than that of male participation (26.6%). This result may be closely related to the mechanism of the Weibo platform. Papacharissi pointed out that the “motherhood narrative” in social media is more likely to resonate with women (**Papacharissi, 2015**), and the “emotional expression” of Weibo is more in line with the communication preferences of female users. At the same time, women are tacitly regarded as the subject of “parenting responsibility” (**Zhao, 2023**), and

the issues related to the “preschool education law”, such as the connection between young children and teachers, and the quality of teachers, are directly related to the practice of motherhood. In addition, the gender imbalance of preschool education practitioners has further affected the participants of online public opinion. For example, in 2023, 97.77% of kindergarten teachers nationwide will be women (Department of Development Planning Ministry of Education of the People’s Republic of China, 2024). Therefore, in this situation, it is necessary to pay attention to the low participation of male groups, which may cover up their concerns about the economic burden of policies, resulting in gender blind spots in the policy feedback mechanism.

Therefore, in the process of popularizing the “Preschool Education Law”, we need to focus on the “cocoon room” and “blind area” groups that may be encountered in the process of policy communication.

4.2. The Structural Contradiction of Network Public Opinion Emotion

The existing research shows that the public opinion of online education in China often shows a dominant tendency of negative emotions, but this study finds that there is a significant difference in the public opinion related to “preschool education law”—the expression of positive emotions accounts for 68.96%, which constitutes the mainstream discourse tone. This contrast may be due to the difference in the attributes of policy issues: compared with other educational topics, the “preschool education law” as an institutional guarantee framework is more likely to gain value recognition. However, the differences in regional and gender emotions reveal the potential risks of policy implementation.

The proportion of netizens in the eastern region expressing positive emotions is higher and the negative emotions are lower. The proportion of netizens in the central region expressing negative emotions is higher and the positive emotions are lower. The western region is between the eastern and central emotional tendencies. This educational public opinion structure is different from the conclusion of some studies that the proportion of netizens in the eastern region expressing positive emotions is higher and the proportion of netizens expressing negative emotions is lower. The proportion of netizens in the western region expressing negative emotions is higher and the proportion of netizens expressing positive emotions is lower (Gong & Liu, 2024). By screening the response of netizens in the central region, it reflects to a certain extent that it drives negative emotions due to cost perception (Mettler & Soss, 2004). For example, some netizens express that “not all children are born in Beijing, Shanghai and Guangzhou”, “tired of adults, all kinds of counseling”, “can only go to a tutorial class”, and netizens are negative about the economic costs and energy costs that may be brought about by the promulgation of the new policy.

The positive emotions of women in the discussion of “Preschool Education Law” are significantly higher than those of men. To a certain extent, this confirms the social expectation of “intensive motherhood” (Gao & Song, 2025). Women are

more likely to become “sensitive receivers” of education policy. In the specific comments, it is found that the discussion of female users often reflects that they should not only bear the actual work of children’s academic cohesion, but also pay attention to the dual pressure of education quality assurance. The negative emotions of men mostly point to the economic burden, such as the expression of “off-campus training expenditure is forced to increase,” which also reveals the role cognition of men as “economic suppliers” under the traditional family division of labor.

4.3. Policy Mapping and Appeal of Public Opinion Focus

The eight focus topics extracted from the LDA model show that public attention has shifted from policy texts to practical contradictions at the implementation level, and preschool education stakeholders have actively paid attention to the content of the “Preschool Education Law”.

Behind the themes of “responsibility of transition from kindergarten to primary school,” “pinyin teaching” and “reverse responsibility of home-school education,” the public’s worries about “the fracture of transition from kindergarten to primary school” are conveyed. In the law, the content of primary school education is presented in kindergartens (Article 45). When the kindergarten’s “de-primary school” encounters the pressure of primary school teaching progress, some families have intensified the ideological conflict of making up for the gap through market-oriented approaches and family involution. Previous studies have also confirmed this point (Li, Lu, Peng, Zeng, & Wang, 2023) which also reflects that the content of “transition from kindergarten to primary school,” involved in the law is an important concern of the stakeholders of preschool education.

The theme of “kindergarten teachers” and “protection of teachers’ rights and interests” reflects the public’s attention to the construction of preschool education teachers’ professional identity. The law puts forward requirements for the professionalism of kindergarten teachers, such as “obtaining a kindergarten teacher qualification certificate” and “having good moral character and professional ability,” but at the same time, the law also clarifies that kindergarten teachers’ equal treatment with primary and secondary schools’ (Article 40). The “Preschool Education Law” has constructed the professional identity of kindergarten teachers from both “professional logic” and “administrative logic.” This dual construction focuses on teachers’ “professional rights” and “legal rights.” Whether it can reach the standard is the core concern of kindergarten teachers’ professional development and personal development.

The themes of “delayed service,” “cost sharing” and “service supervision” reflect the complex evolution of the public’s understanding of the connotation of preschool education equity. Different public groups have increasingly diversified requirements for preschool education resources, and their understanding of the fairness of preschool education resources is further differentiated. For example, the demand for different forms of “delayed service” and the regulatory require-

ments for “delayed service” pursue the dialectical unity of formal fairness and substantive fairness of preschool education fairness.

5. Suggestions

5.1. Pay Attention to the Differences of Network Public Opinion Groups and Effectively Carry out the Popularization of “Preschool Education Law”

Network public opinion is the most active and sharp part of public opinion, but the Internet public opinion can not be equated with the national position (Gu & Wang, 2025). The regional and gender differences in the network public opinion of China’s “Preschool Education Law” illustrate this point. Therefore, to popularize the “Preschool Education Law,” it is necessary to carry out the promotion of the “Preschool Education Law” in a targeted and differentiated manner.

First of all, based on the current characteristics of the whole people’s entry into the network informatization, the network platform is fully utilized to promote the public’s understanding and understanding of the “Preschool Education Law”. For example, the education administrative department can publicize the “Preschool Education Law” on WeChat, Douyin, Weibo and other platforms in a variety of ways that people are willing to accept, such as making short videos, promotional videos, public number tweets, etc.; at the same time, differentiated promotion of the “Preschool Education Law” not only pays attention to the “strong” voice in the network public opinion, guides the “strong” voice to the scientific cognition of the “Preschool Education Law”, but also pays attention to the “weak” voice in the network public opinion, especially the “silent majority” caused by the digital divide or the information cocoon. For example, in some areas, the “Graphic Manual of Preschool Education Law” can be compiled and distributed through offline nodes such as village kindergartens and village committees to break the limitation of the Internet digital divide. In addition, the public platform should actively contribute to the promotion and popularization of the “Preschool Education Law”. For example, communities, kindergartens and relevant scientific research institutions can hold lectures to promote the understanding of preschool education law among the surrounding groups; government Weibo increases the participation of male opinion leaders in the interpretation of the “Preschool Education Law” policy, reduces the over-rendering of the topic of “maternal anxiety,” increases the exposure of neutral issues such as “father participation” and “home co-governance,” balances gender discourse power, and encourages the whole society to actively participate in the publicity and discussion of the “Preschool Education Law”.

5.2. Pay Attention to the Sentiment of Network Public opinion and Guide It According to Reason and Law

Although the overall network public opinion on the “Preschool Education Law”

is positive, there are still 16.48% of negative public opinion. This further shows that as a “social sensor” of policy appeals, public opinion emotions reflect the interests of some groups or difficult to achieve quickly; as the “pressure valve” of network emotional ecology, some extreme speeches have irrational catharsis characteristics, such as generalizing individual anxiety into policy criticism. Therefore, we should pay attention to the “Preschool Education Law” to promote the changes of online public opinion emotions at different stages, build a “policy emotion index” model or “emotion map”, and when negative emotions are too gathered, carry out necessary comfort and guidance, so that the public can perceive the reasonable dimension of policy introduction; embedding “emotional counseling module” in policy advocacy, such as designing relevant school readiness tools for parents’ advanced education anxiety, helping parents scientifically assess their children’s readiness, and making the public perceive the process temperature of policy advocacy. In addition, in response to extreme emotions or inflammatory speech, the net openness of cyberspace can be maintained in accordance with the law, and the legal strength of laws and policies can be maintained.

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5.3. Dynamically Understand the Focus Issues and Respond to People’s Preschool Education Demands

Preschool education is an important part of basic education. It is the basic stage of school education system and occupies an important position in the national education system. At present, the issues related to the “Preschool Education Law” that the Chinese people are most concerned about reflect their focus on the high-quality development of preschool education. Therefore, in order to promote the promotion of “Preschool Education Law” and promote the high-quality development of preschool education, we should dynamically understand the focus discussion of online people around it in the process of promulgation and popularization of the law, listen to the pain points and difficulties of preschool education from the perspective of policy “text layer-execution layer-perception layer,” and interpret, publicize and implement the “Preschool Education Law” with the focus appeal as the starting point. At the same time, we will introduce supporting measures, such as opening an online Q & A system for high-frequency topics, providing personalized policy consulting services, helping popularize laws and promote the high-quality development of preschool education.

6. Conclusion

The main purpose of this study is to investigate the composition of netizens participating in the discussion of the law, the emotional attitude of public opinion, and the focus theme after the promulgation of the “Preschool Education Law”, so as to provide targeted suggestions for promoting the popularization and implementation of the law. This study found that online people have a certain degree of attention to the “preschool education law”, but the topic discussion in the eastern

coastal areas is more popular, and the participation in the central and western regions is uneven, and the overall heat is less than that in the eastern coastal areas; compared with men, women have a higher proportion and stronger willingness to participate in the discussion of the topic of “preschool education law”. Internet users are generally positive about the promulgation of the “Preschool Education Law,” but they should be alert to the potential risks of policy implementation through a certain proportion of neutral emotions and negative emotions. The discussion of “Preschool Education Law” by online people focuses on eight themes, which are the key issues to be responded to in the process of promotion and popularization of “Preschool Education Law”. Therefore, in the process of promoting the popularization of “Preschool Education Law”, the government should pay attention to the differences of network public opinion groups and effectively carry out the popularization of “Preschool Education Law”; pay attention to the sentiment of network public opinion, and guide it by reason and law; dynamically understand the focus issues and respond to the public’s preschool education demands.

Subject Project

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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