

# Study on the Ways to Observe, Record, and Analyze Children's Behavior

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***Abstract***—The observation and record of children's behavior is the basic content of preschool teachers' daily work. The observation and analysis of children's behavior can promote teachers to see children and the reasons behind children's behavior. It is the core quality of preschool teachers' specialization to promote the integration of adult vision and Preschool Vision from dialogue. The guarantee of effective observation is to make full preparations for observation and record, to seek the clues of observation and record, to pay attention to the details of observation and record, and to strive to record objectively. The analysis of children's behavior should be combined with the development theory, behavioral clues and specific circumstances to make a comprehensive and holistic interpretation. Only in this way can teachers be able to provide effective development support in the zone.

***Keywords:*** children's behavior, observation records, behavior analysis

## I. INTRODUCTION

Observing the behavior of young children is the beginning of understanding young children, the starting point of carrying out various activities, the embodiment of teachers' professional quality, and the basis of high-quality early childhood education. Is the observation of young children's behavior just a look? How to observe and record the behavior of young children? Is the interpretation of young children's behavior merely an analysis of their behavior? How to interpret children's behavior appropriately? Therefore, to observe young children, people must first understand how to observe and record their behaviors. Second, it's a must to understand the ways to interpret their mental activities and development levels through their behaviors.

## II. CHILDREN'S BEHAVIOR OBSERVATION AND ANALYSIS IS THE CORE ACCOMPLISHMENT OF CHILDREN'S TEACHERS

The observation, recording and analysis of children's behaviors are not only the daily work of children's teachers, but also the embodiment of their core qualities. The core accomplishment has specialty uniqueness and foundation. The core accomplishment of kindergarten teachers is unique to kindergarten teachers and is not possessed by teachers of other ages. At the same time, the core accomplishment is

also reflected in that it is the basis of other qualities of preschool teachers.

In the "Professional Standards for Kindergarten Teachers", it is mentioned that teachers should have "the planning and implementation of educational activities", "encouragement and evaluation, communication and cooperation", "support and guidance of game activities" and "reflection and development ability". Although there is no mention of teachers' ability to observe children's behavior, the development of the above-mentioned ability is based on teachers' ability to observe children's behavior. The reason why the observation, recording and analysis of children's behaviors are regarded as the core accomplishment of children's teachers is determined by the object of children's education — children. Children's age characteristics determine their learning methods and characteristics. Children's learning is integrated in activities and life through perception, experience and operation. This requires teachers to pay attention to observing children's behavior and the causes of behavior in one day's life. Teachers are urged to constantly "discover" children and "interpret" children in practical activities. On this basis, teachers are required to reflect on the suitability of their own educational behavior and improve the quality of education. Therefore, the purpose of observing and recording children's behavior is not to simply record children's behavior, but to reflect on their own teaching behavior and promote their professional development on the basis of reading children, and finally realize high-quality teaching work. How to scientifically observe and record children's behavior so that the observation record text is faithful to the children's on-site activities? How can the interpretation of young children meet the real level of development? This requires teachers to learn how to observe records and master the main points of analyzing and interpreting children's behavior.

At present, kindergarten teachers mostly use written observation and recording methods, such as anecdotal recording method, live detailed recording method, etc., which are simple, easy to operate and can provide original, detailed and open materials. Therefore, written observation and recording method has become the most commonly used method for kindergarten teachers to observe children's behavior. The author combines the above cases to analyze how to record and analyze the written observation records.

### III. THE WAY TO OBSERVE AND RECORD YOUNG CHILDREN'S BEHAVIOR

#### *A. Adequate preparation is a prerequisite for observing the record*

In order to understand children's behavior more completely and accurately, teachers should make full preparations to catch children's behavior before observing and recording it. First, the teacher must determine the observation goal, the observation object and the observation concrete time. In general, the anecdotal record is an undefined object of observation, while the continuous record method requires a prior determination of the object of observation, but either method of observation must provide basic information about the object of observation and the time of observation Such as the child's name, age, sex, observed starting and ending time. Secondly, the teacher should be prepared to observe the necessary pen and paper and supporting materials. If we need to use charts and other symbols to show the activity site or children's activities, teachers should identify them in advance so that they can be recorded and analyzed later to better record behavior, but it should be noted that the use of multimedia is not a substitute for teachers' on-site content of timely record. Finally, the teacher should make sure to observe the children's environmental information in advance. Environmental information includes scene information and scene information, and scene information refers to the physical environment in which children's behavior takes place. For example, whether it is an outdoor area or an indoor area, what facilities and materials are used in the area? Situational information refers to the social and environmental information of children's behavior, for example, the number of children participating in activities, the way teachers organize activities, etc.

#### *B. The search for clues is the key to the observational record*

Preschool teachers face a variety of preschool behavior events every day. How do they screen out the observation events they need? This requires preschool teachers to have the ability to recognize and observe clues, which are the typical observation points in the observation. The main points of observation are different in different fields, and the emphases of observation are different in different forms of activities. However, children's learning and development is based on activities and displayed in activities, so we can look for observation clues from the following points: First, teachers should identify a certain activity which contains a field of learning and development. If the teacher is unable to identify the areas of study in which the activity context permeates, those observations will be recorded in a journal. Thirdly, children's occasional behavior or specific performance should be identified as a clue. The theory of Children's development describes the General Development Law of Children's growth, which is "abstract" children, while in real life children are "concrete" children. The development of young children in the same field is very different, so we want to take as a clue how the General Law of Early

Childhood Development is reflected in specific children. For example, a child of 2 years and 8 months can eat with chopsticks, which is different from the typical behavior of the age group provided in our guide. However, teachers must be aware of this personality, pay attention to this specific performance and establish a link with the field of learning and development. Only in this way can teachers grasp the records of the clues and truly "see" the child. Finally, the children in the activities of the difficulties and solutions should also become a clue to observe. Children will encounter various problems and difficulties in the process of interacting with materials and people. The solution of problems and difficulties is the reflection of children's development level and comprehensive ability. Teachers should take the children's performance of solving problems as an observation clue, through the observation record of children in problem situations, find children who are "different" from others.

#### *C. Objectivity is at the heart of the observational record*

Objectivity requires teachers to make objective, clear, accurate and faithful records of the children's behavior or its development process in a certain period of time by using various means under the children's natural state. In order to record children's behavior without the influence of prior experience, we can use the language of line drawing in writing. The Language of line drawing is a kind of writing style which is concise and without exaggeration. It emphasizes describing things directly. Teachers should use descriptive language to observe children's behavior, record the scene without increase or decrease, and make no subjective guess, and strictly distinguish "her" from "her in your eyes" Without the Observer's Interpretive Assessment, the scene is true. What we advocate is to record what the teachers see and hear and be true to the situation. We emphasize the objectivity of observation, but it does not mean that teachers do not have the behavior of children's thinking and views. Records can be separated from evaluation analysis during the recording process.

#### *D. Attention to detail is fundamental to the observational record*

As the saying goes, the details of success or failure, as well as the observation and documentation of young children's behavior. Written observation records require a detailed, accurate and complete record of children's behavior, showing as far as possible the process, background and results of Children's interaction with people, objects and events. In the symbolic observation record, we also advocate the use of text-assisted record to provide children with detailed and informative information. The attention to details can show a vivid child, it can describe the language, action and expression of the child, and provide teachers with necessary clues to understand the child's behavior, and provide evidence for exploring the child's development level. So what does the observation record detail mainly include? First, pay attention to what young children do and how they do it. What the child does is what the child thinks, feels the child's psychological activity through the child's body

movement. Second, pay attention to what the child says and how he says it. Language is an important element of observation. Teachers should not only pay attention to what children say, but also to the voice and speed of children's speech, because these contents can reflect the real emotional state of children.

#### IV. THE WAY TO ANALYZE AND INTERPRET CHILDREN'S BEHAVIOR

The observation record is a kind of technical method to collect children's activity performance; in fact, it answers the question of "what is", that is, what kind of children objectively look like. The record of infant behavior observation begins with the record, but it doesn't stop there. The ultimate goal of the observation record is to analyze and interpret the development level of children, which is based on the value judgment of observation facts. It answers the question of "how", that is, how or whether the development of children meets the expectations. The ultimate goal of behavior observation is to analyze and interpret children's behavior and to propose supporting strategies for subsequent education?

##### A. *Analyzing infant behavior with the help of child development theory*

The famous scientist Einstein once said, "whether you can observe what you see depends on the theory you use, the theory determines what you can observe." The development theory knowledge possessed by educators will influence the visual field of observation and analysis of children. The theory of Children's development is a theoretical point of view developed by the ancestors through practice. It explains the General Law of Children's development. If observation records provide an effective external stimulus, then the interpretation of children's behavior is the integration of the Child Development Theory mastered by Preschool Teachers and the educational practice problems faced by them. Encourage teachers to switch between professional practice, cognition and behavior. For example, when observers recorded an 8 month old baby repeatedly dropping a spoon and then watching his mother pick it up, the movements were external and objective, so what did they mean? In the absence of a theory of child development, there is a common thread of explanation, with parents exclaiming, "this little guy is bad and naughty." But when we have certain developmental theories, we can explain that the child is in the Piaget's theory of cognitive development stage, practicing simple motor skills while repeating interesting movements at the same time, the parent's reaction to the child's behavior becomes the reinforcement of the child's repeated actions, and the parent-child interaction is the bond of parent-child emotional bond. The analysis of children's behavior should be based on the corresponding theory of Children's development, but also to go beyond the relevant theory to view the growth of children with a developmental perspective. In order to ensure that every child has reasonable expectations, in 2012 the state promulgated "The Learning and Development Guide for Children Aged 3-6

Years". The guide sets out reasonable expectations of what children at the end of the three age groups of 3-4, 4-5 and 5-6 should know, what they can do and what level of development they can achieve. These age goals and typical performance can be used as a dimension and reference to analyze children's behavior. However, do not use age goals as a yardstick to measure children's development "ahead" and "slow", and use "typical performance" as a design activity to train children specifically. Under the guidance of the goals in the guide, we should analyze and interpret the zone of children's recent development with the help of "typical performance".

##### B. *Focusing on "relationship" and analyzing infant behavior with the help of specific situations*

Realism holds that things are not simply dualistic relations, but a relationship of mutual dependence, or even mutual determination. The relationship between children and environment, people and things is interdependent or mutually determined. Bronfenbrenner believes that young children's behavior is influenced by microsystem, mesosystem, ecosystem and microsystem. The interaction among people, objects, environment and each other in "relationship" will influence the behavior of children in various ways. Therefore, teachers should pay attention to the relationship between children and their parents, teachers, peers, teaching materials and environment.

First of all, teachers should pay attention to the interaction between children and materials. The interaction between children and materials can not only reflect the current development level of children, but also promote the development of children. For example, there are a lot of repetitive manipulations in the interaction between small class children and materials, which reflects the cognitive level of small class children in Piaget's theory of cognitive development this reflects the material can promote the development of young children. Thirdly, teachers should pay attention to the people related to children. In many "human" relationships, teachers should pay attention to two kinds of relationships: the vertical relationship between children and adults, and the parallel relationship between children and peers. In these two kinds of relations, we should pay attention not only to the explicit interaction of language, facial expression, body movement between children and teachers, but also to the implicit relationship hidden in them. For example, small class Le Le Try to eat with a spoon, but still keep throwing food, the teacher saw, said: "Le Le has been very good, eat slowly, the next will be better and better." "Le Le Smiled and went on eating. The teacher's concern about Le Le is not the mastery of the dining skills, but the cultivation of the initiative to promote the mastery of the dining skills. Finally, teachers should pay attention to the environment in which young children live, including social and cultural environment, community environment, family environment and kindergarten environment. These environments are the big environment for young children, the big environment in a short period of time is not necessarily larger changes, but the children of a "environment" is constantly changing, that is, the specific

situation of children's activities. There may be different explanations for the same behavior in different situations, and the performance of children in the same situation is not exactly the same. For example, in the case of small classes, the same crying, some children because of separation anxiety, some because of poor self-care ability. Therefore, the teacher observes and analyzes the young child behavior to understand certain behaviors that occur under certain conditions. Only in this way can teachers interpret children and "see" them.

### *C. Centering on the "clues" and paying attention to analyzing infant behavior*

Clues are the key to observation and record, and the clues can be used to analyze children's behavior. In the combination of clue analysis, we can use the point analysis method and the whole analysis method. The method of point analysis is to extract a core element from numerous observation records as the basis of observation and analysis and to classify it into the corresponding field. This kind of analysis method may let the teacher direct lock some concrete aspect to carry on the interpretation analysis to the child, provides the interpretation analysis the efficiency. For example, in the case of Le Le's meal, we can analyze the health field in terms of "movement development," "living habits and living abilities." The overall analysis method is to the event involves in the multitudinous factor carries on the crosswise and the Longitudinal objective overall consideration, gradually concentrates carries on the interpretation analysis to the record data. Children's development clues (cognitive, social, emotional, physical and so on) are intertwined with each other, children's development in one aspect of an activity is closely related to the development of other areas. When analyzing children's behavior, teachers should examine the whole development level of children with a holistic view.

## V. CONCLUSION

Observation of children's behavior is the embodiment of core professional literacy of teachers. Record of observation of children's behavior is a way for teachers to understand the development level of children. Behavior analysis and interpretation is the only way for teachers to "see" children. Improving the quality of childcare is the ultimate goal of children's behavior observation. It's needed to be aware of the goals of observation records, prepare observation materials in advance, pay attention to details, seize clues, and maintain an objective development theory to interpret children's behavior and the level of development represented by behaviors. Only in this way can teachers apply their own educational and behavior teaching projects into the children's most recent development zone to achieve children's meaningful learning.

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