

Study on the Relationship Between Narrative Ability and Moral Judgment of 4-6-Year-Old Children

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ABSTRACT

This study uses the story situation method as an experimental method, and constructs two stories according to the prosocial situation and the conflict situation. It examines the characteristics of 4-6 year old children's narrative ability and its correlation with moral judgment in the prosocial situation and the conflict situation story. The results showed that the storytelling ability of 4-6 years old children in prosocial context was higher than that in conflict context. The storytelling ability of 4-6 years old children was significantly positively correlated with moral judgment, and the storytelling ability of 4-6 years old children had a positive prediction effect on moral judgment.

Keywords: pre-school children; narrative ability; moral judgment

1. INTRODUCTION

Oral narrative ability is the language ability to organize expression out of context. For preschool children, oral narrative ability mainly refers to the ability of independent and complete language organization and oral interpretation in the process from decoding to coding [1]. Oral narrative ability reflects children's oral complexity and ability to understand stories, and also reflects children's cognitive development level [2]. Baumer believe that narrative ability can be divided into narrative understanding ability and narrative creation ability. Narrative understanding ability refers to the ability to understand events and actions in stories, while narrative creation ability refers to the ability to write longer, more coherent and more complex stories [3]. Li in China divide narrative ability into three levels, namely, "retelling ability", "telling ability" and "self-narration ability" [4]. Predecessors' definition of narrative ability includes narrative ability and comprehension ability, and some studies show that retelling stories and answering questions are the main methods to understand children's narrative ability.

Feng believes that moral judgment means that subjects judge their own ideas, behaviors and values based on their own moral cognitive concepts, social moral standards and codes of ethics [5]. On the other hand, Fan believes that moral judgment ability is based on the understanding of moral cognition, and makes use

of his own moral knowledge to comprehensively screen all kinds of moral problems, so as to make a correct judgment [6]. Other scholars believe that moral judgment is a logical way of thinking, which reflects the moral needs of society, class or behavior and the moral value of specific behavior [7]. Zhan and Wu believe that moral judgment is to judge whether a person's behavior is correct or not [8]. Hadit takes moral judgment as a cultural virtue to judge a certain behavior or quality of a person from the perspective of culture [9]. Considering the object of this study, moral judgment is defined as children's appraisal, selection and evaluation of others' or their own words and behaviors based on their existing cognitive level and moral experience.

The relation between narrative ability and moral judgment is also the relation between language and thinking (cognition). Chinese scholar Wu believes that the development process of children's language ability is also the development process of thinking ability, and the development of children's language ability is closely related to the development of thinking ability [10]. Xu pointed out that language and thinking should be viewed from the perspective of dialectical materialism. [11]. Yang pointed out that children's thinking is narrative thinking, and the characteristics of narrative itself are consistent with the characteristics of children's thinking. Narrative enables children to "meaningfully learn" moral knowledge. Generally speaking, the relationship between language and thin king (cognition) is dialectical.

2. METHOD

2.1 Participants

The study selected middle class children aged 4-5 years old and big class children aged 5-6 years old as research objects. A total of 236 copies of data were collected from 118 children, including 54 first-class children and 64 first-class children.

2.2 Measures

2.2.1 Graphic story material

Prosocial situational stories draw on the prosocial dilemma stories designed by Eisenberg and Yuill to compile story materials suitable for children's real life. The conflict stories were selected from the MacArthur Series of stories test, tweaked to fit the test.

2.2.2 Narrative Language assessment tool - MAIN

This study adopts the language assessment tool MAIN compiled by Natalia Gagarina, (2016) and his team.

2.2.3 A measure of moral judgment

Refer to the moral judgment standards formulated by Liu Jianjin and Yang Shaogang (2017). According to the story material, the final indicators of moral judgment are behavior recognition, authority rationality, rule universality and conditional dependence.

2.3 Data analysis

Data were analyzed using SPSS26.0.

3. RESULTS

3.1 Descriptive statistics

According to the descriptive statistics, the total score of story retelling in prosocial and conflict situations and all the score indicators show that the average score of children in big class is higher than that of children in middle class, and the total score of story retelling, macro structure, story integrity and internal state vocabulary in prosocial and conflict situations are higher than that of children in middle class and big class. There are significant differences in the total score of story comprehension between middle class and senior class in different situations ($P < 0.01$).

3.2 Correlation analysis

This study used Pearson correlation coefficient to test the correlation between narrative ability and moral

judgment of 4-6 year old children. The results show that narrative ability is significantly positively correlated with moral judgment ($r = 0.321, P < 0.01$), while story retelling and story understanding are significantly positively correlated with moral judgment ($R = 0.29, P < 0.01$; $R = 0.402, P < 0.01$), there was a significant positive correlation between moral judgment and narrative ability in prosocial and conflict situations ($R = 0.43, P < 0.01$; $R = 0.258, P < 0.01$), there was a significant positive correlation between moral judgment and story retelling in prosocial and conflict situations ($r = 0.403, P < 0.01$; $R = 0.225, P < 0.01$), there was a significant positive correlation between moral judgment and story comprehension in prosocial and conflict situations ($r = 0.438, P < 0.01$; $R = 0.378, P < 0.01$).

3.3 Regression analysis

Taking narrative ability as independent variable and total moral judgment score as dependent variable, the regression analysis showed that narrative ability had significant predictive effect on total moral judgment score ($\beta = 0.321, P < 0.01$). With story retelling (total) and story understanding (total) as independent variables and moral judgment (total) as dependent variables, the regression analysis showed that story understanding (total) had a significant predictive effect on children's moral judgment (total) ($\beta = 0.35, P < 0.01$). With story retelling (total) and story comprehension (total) as independent variables and story moral judgment as dependent variables, the regression analysis showed that story comprehension (total) significantly predicted children's moral judgment (prosocial) ($\beta = 0.308, P < 0.01$). With story retelling (total) and story understanding (total) as independent variables and moral judgment of conflicting situations as dependent variables, the regression analysis showed that story understanding (total) had a significant predictive effect on children's moral judgment (conflict) ($\beta = 0.369, P < 0.01$).

4. DISCUSSION

4.1 The influence of two situational stories on narrative ability

The story retelling of 4- to 6-year-old children in prosocial story was higher than that in conflict story. The reasons may be as follows: First of all, children's story retelling is closely related to their theory of mind level and other psychological phenomena such as memory, imagination and attention. Prosocial stories are not only more acceptable to young children, but also more likely to attract their attention and recall their memories. Secondly, prosocial stories themselves are more suitable for children's way of thinking and cognitive level. Ethologists believe that the foundation of prosocial behavior is innate, and prosocial consciousness is pre-

adaptive. Theorists of social learning schools believe that children's prosocial tendencies come from their social experience [12]. Finally, many picture books in kindergartens are more or less permeated with various prosocial themes, especially the four typical prosocial behaviors of cooperation, sharing, help and comfort, which are not only the types advocated by modern children's picture book publishing houses, but also the favorite themes of many children.

Children's performance in story retelling indicators in different situations is different. Children's control of macro structure, story integrity and internal state lexical dimension in prosocial situations is higher than that in conflict situations. For example, here's a story from a large class of children in prosocial and conflict situations: "Today, the little girl came to the kindergarten to get a toy, and she saw the ball, and she wanted to play, but she couldn't get it, and a big sister came up and got it for her. After that, he played with a little boy, at this time, they were hungry, they wanted to find something to eat, they found the cake, and then the little boy's cake fell on the ground, the little boy was very sad to pick up the cake, the little girl gave her cake to the little boy. At that time, her best friend was sick, she was watching her favorite cartoon, she told her best friend to be happy, she turned off the TV, and then she was with her best friend." , "in the morning, clearly and my mother was watching TV, mother said he have a headache, and then he wanted to shut off the TV, then it will shut off the TV, it's good friend, then mom put clearly likes to eat cookies in the cupboard, mama said, obviously can't eat cookies, and then went to buy vegetables, then brother want to eat cookies, then clearly said, not to eat, and then, Mom says you can't move a band-aid. It's not good to put it on. Mom went to the dance, and my brother cut his hand and sent Ming Ming to get the Band-aid." As can be seen from this example, in addition to the complete narration of the beginning, development and results of the three plots in prosocial context stories, the frequency of words used in the psychological state of the role also increases and the vocabulary types are more abundant than in the conflict context stories.

The results also show that story context has no influence on story comprehension of 4-6 year old children. The reasons may be as follows: First, both situational stories belong to life stories and there are similarities. In terms of story length, story structure and vocabulary type, there is basically no difference in the difficulty of understanding the story. Secondly, the story comprehension of this study adopts the way of answering questions, and the question content belongs to the basic level.

4.2 The relationship between narrative ability and moral judgment in 4-6 year old children

The results show that narrative ability is a positive

predictor of moral judgment. On the one hand, children's narrative ability and moral judgment was significantly positively related to, this is in line with previous research results, Oppenheim and others think that young children's moral level and there is a certain relationship between narrative ability, young children's narrative ability to a certain degree of influence of the moral ideas and the narrative skills will make its problems of emotion and social activities [13]. This is also because language ability is positively correlated with thinking ability [14]. On the other hand, story comprehension in narrative ability has a significant predictive effect on children's moral judgment. The reason is that children's learning is transferable [15]. Story understanding and moral judgment are both tested by answering questions. Children can transfer the information received in narrative activities to moral judgment after answering the question of moral judgment after answering the question of story comprehension. Therefore, children with better story retelling and story comprehension have a better command of the standard of moral judgment.

5. CONCLUSION

In conclusion, this study draws the following conclusions: the storytelling ability of 4-6 year old children in prosocial stories is higher than that in conflict stories; the storytelling ability of 4-6 year old children is significantly positively correlated with moral judgment; the storytelling ability of 4-6 year old children is positively predictive of moral judgment.

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