

Research on the Cultivation Strategies of Preschool Children's Narration Capacity

Lina Zhang

Teachers' College Shenyang University
Shenyang, China

Wenwen Wei

Kaba Green Children's Activity Center
Beijing, China

Abstract—Over the years, preschool children's language capacity has attracted more and more attentions. As the important form of developing oral expression capacity, narration has been increasingly favored by kindergartens and vast parents. In order to improve the capacity of children aged 3-6 to use language to independently and completely express things, objects or opinions, this article has adopted literature methods, started from two clues including kindergarten and family, and then firstly introduced and narrated relevant concepts and the important significance for developing preschool children's narration capacity. Secondly, it has analyzed the current status and causes for preschool children's narration capacity from two aspects: narration activities and teachers' evaluation about the narration capacity. Finally, it has elaborated the cultivation strategies about the preschool children's narration capacity from kindergartens and family education respectively.

Keywords—*Infant: Narration activities; Cultivation strategies*

I. INTRODUCTION

A. Preschool children

Preschool children refer to children at the age of 3-6, and since children of the phase have already accepted the education in professional institutions, such as kindergartens, making preschool preparations for officially entering into the phase of primary schools [1].

B. Narration capacity

Narration is also called as monologue, and it refers to individuals using language to independently and completely express affairs, objects or their own opinions; Capacity refers to the subjective conditions for successfully completing certain activity. Thus, narration capacity is also called as monologue language capacity, and the preschool children's narration capacity is expressed in independently using coherent and smooth language to clearly express one affair, one object and one person [2].

C. Narration activities

Narration activities are basically aimed to practice children's independent thinking and the language capacity to express certain contents, and can provide children with practical opportunities to actively participate in topic language expression [2].

II. SIGNIFICANCE OF PRESCHOOL CHILDREN'S NARRATION CAPACITY

A. *It is beneficial to the development of preschool children's academic language capacity*

Generally, the narration capacity can be evaluated as per the level of narration thoughts, narration contents, narration sequence, narration emphasis, and narration language (what words are used for description). Narration language emphasizes on simple, correct and normalized wording and phrasing, for instance, "seats in vehicles" can be expressed with "vehicle seat", "bowls on the table" can be replaced with "rice bowls", to make the expression result more simple, which can meet the accuracy and simplicity requested by academic language; In the narration process, preschool children shall express rationally, narrate as per the logistic sequence of one after another, inside and outside, etc.; meanwhile, omit appropriately, which can meet the logicity requested for academic language; Narration capacity and speaking capacity have a big difference, that is different training context; the cultivation of narration capacity emphasizes on relatively official language context, teachers and parents should provide preschool children with a relatively rigorous and normalized language environment, which can meet the formality requested for academic language. To sum up, the improvement of preschool children's narration capacity is beneficial to promoting the development of preschool children's academic language.

B. *It is beneficial to the development of preschool children's cognitive capacity*

In the cultivation process of the narration capacity, teachers should mobilize several cognitive capacities of preschool children. Coherent narration should regard actual observation as the precondition, and only when they orderly and sufficiently observe things, know all the links and parts of things can they convert them into complete and rich language and then express them, for instance, in picture narration activities, there are many pictures, teachers should guide preschool children to respectively observe pictures, remind preschool children of observing important information in each picture, and then help them reason, judge and analyze all the information they observed, have a deeper cognition about the narration objects, and then conduct complete and coherent

narration, and in this process, thinking capacity has played an important role; Besides, in picture narration, preschool children should associate it with other things outside of the picture, which can be beneficial to the cultivation of preschool children's imagination and creative thinking capacity[3].

C. It is beneficial to the cultivation of preschool children's good listening habit

Narration and listening are twin flowers, which will mutually promote. On one hand, listening is the necessary condition for narration, and will run through the whole process; the listening quality will directly influence the narration level, so in the narration process, patient and careful listening can promote the development of narration capacity. On the other hand, in order to successfully narrate, preschool children have to carefully listen to the teaching process and the narration contents of their companions, so in this process, it has validly improved the listening capacity, accumulated listening skills and formed good listening habits.

III. PROBLEMS IN PRESCHOOL CHILDREN'S NARRATION CAPACITY

A. Problems in narration activities

Firstly, most kindergartens often pay too much attention to building language learning atmosphere in narration activities and neglect to create the language environment with individual differences; meanwhile, when it comes to the narration contents, they often emphasize on the language field and neglect the associability with other fields. Such fragment-type narration activities that neglect individual differences cannot improve the preschool children's narration capacity.

Secondly, in the evaluation of narration activities, teachers will generally regard whether preschool children can coherently and completely narrate as the main index for measuring the narration capacity, and neglect the specific analysis about whether the contents narrated by individuals can meet the theme; whether the narration thoughts are clear, and whether the use of words and phrases are rich and diversified. Such single evaluation mode is very bad for improving preschool children's narration capacity.

B. Problems in the evaluation of narration capacity

Firstly, most kindergartens merely conduct fuzzy evaluations about preschool children's narration capacity, and such evaluation method lacks in the analysis and collection of formats and contents, so it can easily exaggerate the actual narration capacity of children, for instance, when one sentence is coherently and smoothly spoken, your first response is that you can understand it, but if you carefully consider the vocabularies, and the meaning of sentences, there may be ambiguities, so complete narration cannot be separated from the cooperation of characters, words, and sentences. Thus, such evaluation method cannot truly improve preschool children's narration capacity.

IV. CULTIVATION STRATEGIES OF PRESCHOOL CHILDREN'S NARRATION CAPACITY

A. Cultivation strategies of narration capacity in kindergartens

1) Focus on the overall importance and details

"The narration activities in kindergartens are carried out through emphasizing on the narration capacity of preschool children, and can serve the development of preschool children's monologue language capacity"[4] Specific to the fragment-type teaching problems in current narration activities, we have the necessity to consider this factor when designing narration activities. Generally speaking, the basic framework for different types of narration activities can be conducted as per the following steps. Step 1: Perceive and understand the narration object; Step 2: Use experience to narrate; Step 3: Introduce and learn new narration experience; Step 4: Consolidate and migrate new narration experience.

2) Orient to all preschool children and focus on individual differences

As per the narration capacity, the level of questions should be different. As for preschool children with stronger narration capacity, teachers can put forward some questions with bigger difficulties, for instance asking questions about theme ideas and figure characters and other problems, so that they can only answer them after thinking about it; As for preschool children with weaker narration capacity, teachers can adopt direct questioning mode, to guide them to get close to the theme contents, and encourage them to narrate boldly. Through the mode of layered questioning, the narration capacity of preschool children will also be pointedly improved.

3) The evaluation strategies about the narration capacity

Firstly, the colorful spectrum put forward by Shu XIANG on the basis of the theory of multiple intelligences, and non-general development theory has sufficiently reflected the particularity and concreteness of the evaluation, and it can be divided into narration structure, theme matching, the use of narrative tone, narration coherence and other eight evaluation dimensions, and the biggest characteristic is to make the evaluation range become detailed, structured, specific and dimensioned, providing a kind of practical methods that can evaluate children's intelligence within a wide field, and the result gained thereby can be more accurate, authoritative and valid.

Secondly, pronunciation, grammar, semantics and pragmatics are the four elements constituting language, and the evaluation of narration capacity should also be started from these four aspects. However, in the actual evaluation process, we should put pronunciation, grammar, semantics and pragmatics in the same context for comprehensive analysis, and then gain a relatively comprehensive conclusion, rather than separating these four elements for analysis and evaluation. Meanwhile, it is also requested to consider some internal and external factors, such as the activity atmosphere, children's self-identity, emotional input, and intonation changes [5].

B. Cultivation strategies about the narration capacity in daily life

In daily life, the cultivation of narration capacity is started from trifles, and generally should be carefully observed and intervened by parents at an appropriate time, and then some education concepts can be used to pointedly help preschool children improve the preschool children's narration capacity.

1) Use normalized mandarin

The use of normalized mandarin covers two layers: Firstly, use mandarin. Secondly, mandarin should be normalized. Although the daily communication in families is casual, education opportunities are everywhere; when children are learning language, parents should pay attention to using mandarin, try not to use dialect when teaching children language, for this can help children pronounce correct, fast understand and master most vocabularies. Mandarin should be normalized and emphasized on the period when children reach a certain age; it is requested to decrease the use of baby-talk, such as the reduplicated words of "rice" and "candy", and correct them as "I want rice", and "I want candy", providing normalized narration language to children.

2) Make full use of the household appliances

Parents should fully use all the education opportunities; flexibly and validly help preschool children to improve narration capacity at any time. For instance, making full use of the recorder, MP3, television, animated video, and story machine; all of these have used funny and visual modes to make preschool children efficiently master narration objects and narration contents under a happy and easy atmosphere; On the other hand, when preschool children are learning through these household appliances, parents should accompany them, provide appropriate reinforcement and guidance, and help children establish a coupling mechanism, rather than making household appliances become tools for children to pass the time, and only by doing this can household appliances exert the function of improving preschool children's narration capacity.

3) Use rich vocabularies

The language acquisition of preschool children can be expressed in many ways, "imitation theory" is a kind of theory known to people, and such theory holds that, children learn languages through imitating the language of adults, so the more rich the vocabularies used by parents are, the bigger the children's imitation quantity will be and the more the vocabularies will be. For instance, "pleasure" can be replaced by "happiness", "joy", "delight", "cheer", etc.

4) Transmit to readings as early as possible

It is expected that preschool children can successfully develop narration capacity, and the best method is reading. On one hand, reading can help children accumulate vocabularies and master long sentences; on the other hand, it can make children have a complete and clear idea, and this has accumulated rich skills and resources for preschool children to completely, coherently and delicately narrate in the future. Weekly go to the bookstore, read and buy a book per time, and then jointly read it after coming home, adopt a progressive

mode to cultivate children's reading capacity, and then further improve the narration capacity.

V. CONCLUSIONS

This article has studied the cultivation strategies about the preschool children's narration capacity from all perspectives through analyzing and considering the concept, significance, current problems, etc. About the preschool children's narration capacity. Firstly, the cultivation of preschool children's narration capacity requires the cooperation of kindergartens and families, the kindergartens can provide professional and systematic training for preschool children, parents should positively cooperate with the professional training at the kindergarten on one hand; on the other hand, it is requested to make full use of the education opportunities in daily life, and pointedly improve the narration capacity of children's. Secondly, the organization and guidance strategies of narration activities should follow the requirements of the Kindergarten Education Guidance Outline (Trial) and the Learning and Development Guidance for Children at the Age of 3-6, and then specifically analyze specific problems in the teaching process, flexibly use "four basic steps", the materials selected thereby shall be close to life, the organization methods should be scientific, respect the differences, and strive to make each preschool children benefit from the narration activities. Finally, the evaluation of preschool children's narration capacity should be more specific, rather than general and fuzzy, and teachers should provide comprehensive evaluation as per the narration characteristics of each preschool child, find out the advantages and disadvantages of each child, and put forward practical and feasible cultivation strategies.

REFERENCES

- [1] Ping WANG. Chao WAN, *Preschool Pedagogy* [M]. Changchun: Northeast Normal University Press, 2014.7.
- [2] Tianjun ZHANG. *Preschool Children's Language Education* [M]. Shanghai: Fudan University Press, 2012.
- [3] Xiang HU. *Kindergarten Language Education Activity Design and Guidance* [M]. Beijing: Beijing Normal University Publishing Group, 2016.
- [4] Mei HANG. *Infant Language Education and Activity Guidance* [M]. Beijing: Beijing Normal University Publishing Group, 2016.
- [5] Shu XIANG. *Research about the Evaluation and Promotion Strategies for Oral Expression Capacity of Children at the Age of 4-6* [D]. Sichuan Normal University, 2012.