

Original Paper

Research on the Quality of Teacher-Child Interaction under the Collective Teaching Activities of Social Education for Large Class Children

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Abstract

This study of the current situation of the interaction, from the kindergarten collective teaching activities, interaction and social field concept from three aspects, analyze its characteristics, observe the garden of interaction, writing interview outline, through observation and action research method, the social field of the status of the interaction analysis and its problems. The research tool for this study was the Flanders Interactive Analysis System, by which 18 activities were analyzed. Finally, according to the interview content, the characteristics and influencing factors of teacher and child interaction were summarized, and the strategies and methods of improving the quality of teacher and child interaction were analyzed.

Keywords

kindergarten big class, social field, quality of teacher and child interaction, collective teaching activities

1. Introduction

With the continuous development of the society, the interaction between teachers and children has become an indispensable part of the education circle, and it is also an indispensable and important link to measure the teaching quality of preschool education. As an important indicator to measure the process quality development of kindergarten, teacher-kindergarten interaction plays a special role in promoting children's learning and development and social development. At the same time, it can also predict children's future academic achievement."Kindergarten Education Guidelines (Trial)" tells us that good relationships can make children have a sense of security, feel warm and happy. (Established

by the Ministry of Education of the People's Republic of China, 2012) The research on the interactive quality of teachers and children is becoming a new trend in the field of international preschool education, providing an important support for improving the quality of preschool education. In recent years, the Guide for Quality Assessment of Kindergarten Care Education emphasizes the interaction between teachers and children. (Yu, Zhao, & Jin, 2022)

Teacher-child interaction is of great significance to the development and growth of children. It is an important and indispensable part of kindergarten teaching activities, and an important link in the five fields. At present, there are many studies on teacher-child interaction, interaction quality and collective teaching activities, but there are few studies on teacher-child interaction in the social field. And young interaction is a hot spot of education, this study aims to analyze the kindergarten big class social collective teaching activities of interactive quality, through the system investigation and analysis, understand the current kindergarten social collective activities the actual status of the interaction, to explore the development of social activities and its influencing factors, and put forward the corresponding education Suggestions.

2. Research Design

2.1 Observation Object

In this study, the views of Dong et al. (2021) in the book Social Education for Preschool Children, and the teaching activities in the social field of kindergarten were divided into four categories: self-awareness, interpersonal communication, social environment and norms, and multi-culture, observing the interaction of 18 collective teaching activities in the social field.

2.2 Interviews

This study to teacher 10 people, five senior teachers, director 2 people interview object, the basic information statistics, it can be seen that this study of the collected 10 teachers and other seven teachers, can draw teaching teachers most for women, all have teacher certificate, each salary is 3000 yuan a month, age between 25 to 40 years old, most teachers work about three years, the minimum degree for college. In the establishment of teachers, not in more large numbers.

2.3 Research Tools

In this study, Flanders interaction analysis system was used as a research tool to analyze the four types of social field activities and analyze Flanders interaction system into each activity to obtain the analysis results.

3. Research and Analysis

3.1 Speech Structure Analysis

The speech structure analysis mainly analyzes the ratio of teachers 'words, children's words, teachers 'questions, children's passive answers and children's active answers.

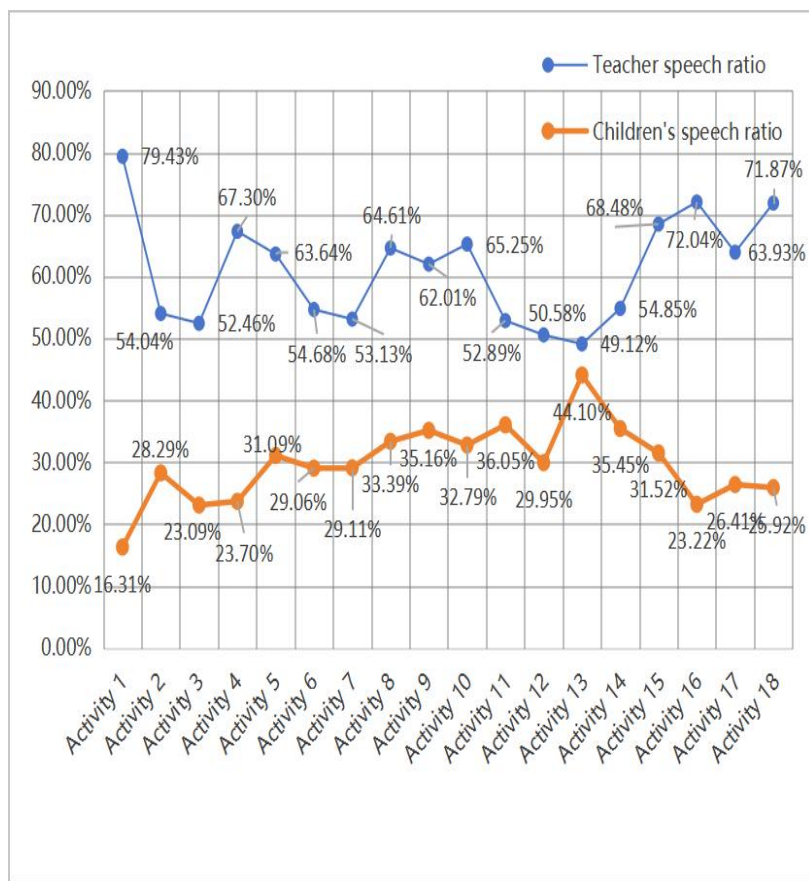


Figure 1. Verbal Behavior Ratio

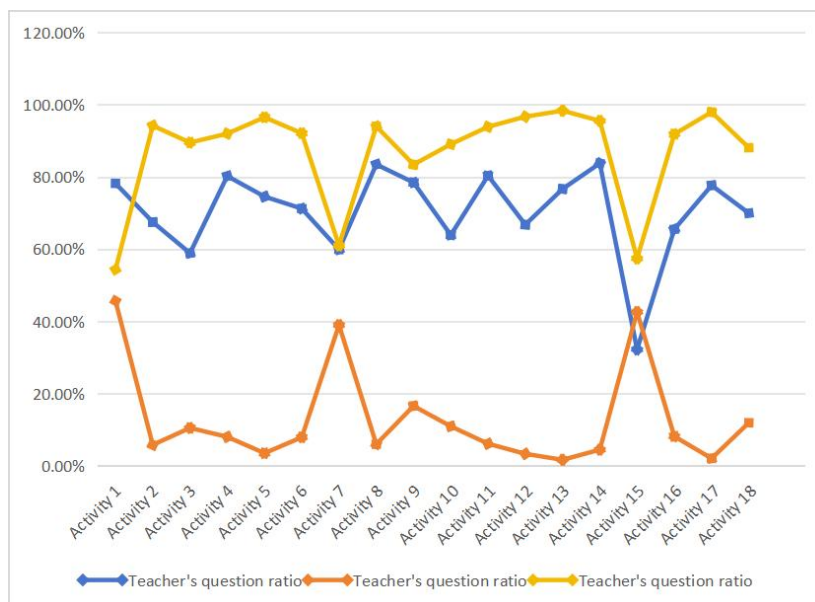


Figure 2. The Ratio of Teacher and Child Interaction

As shown in Figure Figure 1 and Figure Figure 2, the maximum ratio of teacher speech is 79.43%, the

minimum ratio is 49.12%, the standard is about 68%, and the average value is 60.84%. The maximum speech ratio of young children is 44.10%, the minimum ratio is 16.31%, the standard is about 20%, and the average value is 28.90%. The ratio of teachers' speech is more than half of the ratio of children's speech, which shows that the communication between children and teachers is not balanced enough, and the interaction needs to be strengthened. The researcher found that children will decide whether they want to participate in such activities according to the type of activities or interests.

3.2 Emotional Atmosphere Analysis

Emotional atmosphere analysis mainly analyzes the ratio of positive integration lattice, defect lattice and steady state lattice.

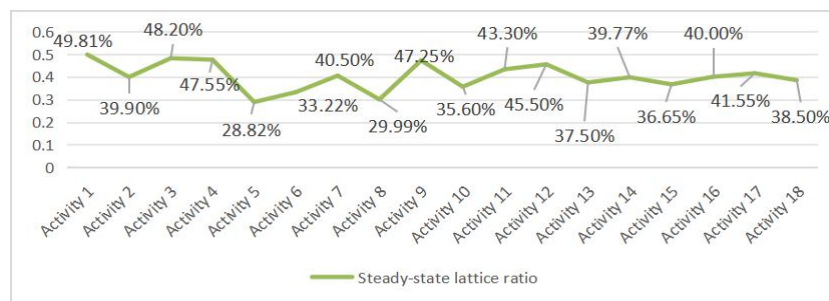


Figure 3. Analysis of Emotional Atmosphere Ratio

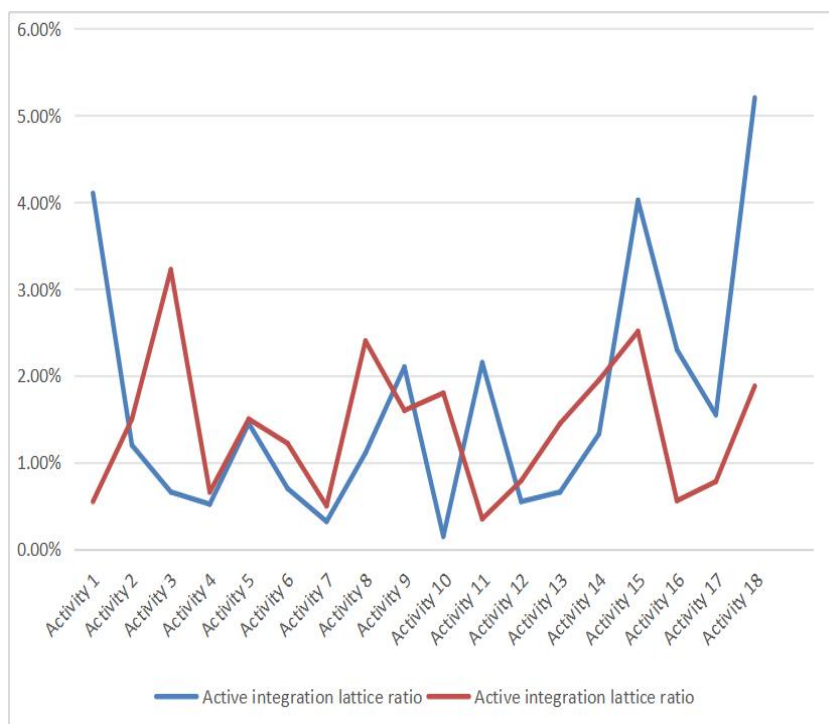


Figure 4. Analysis of Emotional Atmosphere Ratio

As shown in Figure Figure 3 and Figure Figure 4, the maximum rate of active integration is 5.20%, the minimum rate is 0.15, and the average is 1.67%. We know that the rate of positive integration is relatively low, indicating that the emotional atmosphere between teachers and children is not harmonious.

The maximum ratio of defect cases is 3.22%, the minimum ratio is 0.35%, and the average is 1.40%. We know that the ratio of defect cases is low, and there is basically no gap between teachers and children

The steady-state lattice ratio ranged between 28.82% and 49.81%, with an average of 26.49%, indicating low stability and not conducive to teacher-child interaction.

3.3 Analysis of Teaching Style

The analysis of teaching style includes direct influence, indirect influence, positive reinforcement and negative reinforcement ratio.

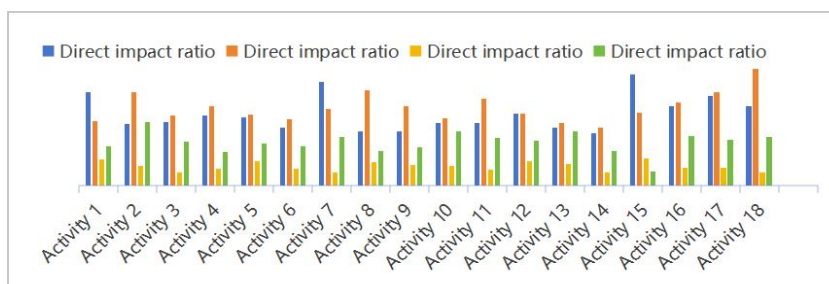


Figure 5. Behavior Diagram of Teaching Style Ratio

As shown in Figure Figure 5, we can see that the direct impact ratio is more than the indirect ratio, and only three activities direct impact ratio on the indirect impact ratio, indicating that teachers focus on the indirect impact on children, and that teachers use encouragement and promotion methods to guide children. Negative reinforcement is more than positive reinforcement, indicating that teachers are more negative reinforcement to children. It shows that the teachers lack the awareness of actively strengthening the children, and the interaction between teachers and children is not sufficient. Enhance positive behavior and performance by giving them positive feedback and encouragement.

3.4 Analysis of the Teacher's Question Type

There are a series of question-and-answer modes in the teacher-child interaction, which include teachers' questions and expressions, as well as children's feedback.

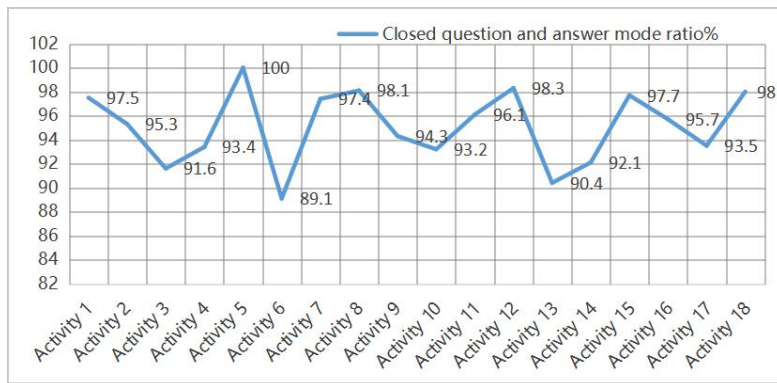


Figure 6. Closed Quiz Mode Ratio

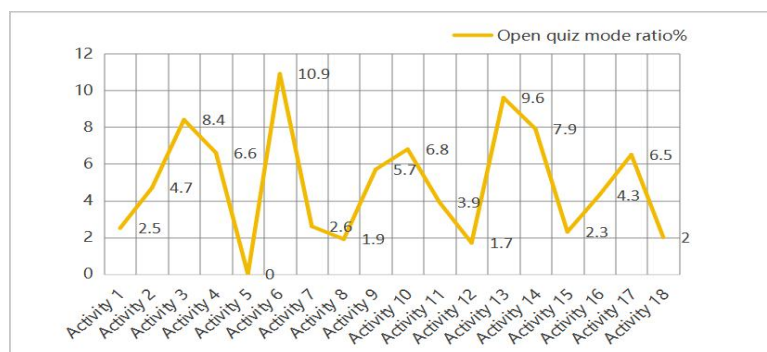


Figure 7. Open Question and Answer Mode Ratio

As shown in Figure Figure 6 and Figure Figure 7, It can be known that the ratio of closed answer mode is between 89.1% -100%, and the ratio of open answer mode is between 0% -10.9%. It shows that the teacher uses more closed questions and answers in the questions, indicating that the interaction between teachers and children is not sufficient. It shows that teachers are easy to ignore children's ideas, and is not conducive to children's positive thinking.

4. The Problem

4.1 Teachers Do not Have a thorough Understanding of Teacher-child Interaction, and Lack of Systematic Theoretical Training

According to the results of this researcher's research, a small number of teachers lack the understanding and implementation of the teacher-child interaction, and they have only a single understanding of the teacher-child interaction in teaching activities, and rarely use it in practice. Among the teachers interviewed by the researcher, some teachers said that kindergartens had not conducted much training on "teacher-child interaction", and few have applied it to practice.

4.2 Teachers' Interaction Mode Is Single, Unable to Arouse Children's Interest

According to the results of this researcher, the interaction mode of teachers is too single, and there is no place to attract children. Most teachers use the way of asking questions and answering questions to

interact.

For example, in the activity, in the kindergarten class collective teaching activities, the teacher in the "great building" an activity, in the introduction link just ask the children like the house, like the building, some children are not interested in this, can not arouse children's great interest. These questions are too general to arouse the primary interest of young children.

In this activity, teachers' interaction with children is single and repetitive. It is not conducive to children's social development and language development, and teachers use "right", "right", "like" to do the guidance and interaction, can not really know the children's inner thoughts.

4.3 The Dominant Position of Teachers Is too much Emphasized, and the Dominant Position of Children Is Ignored

In this study, the researcher collected the data and sorted out the data to analyze the results, and found that in the activities, teachers were led, and teachers would basically carry out collective teaching activities in the field of social class in kindergarten by asking questions and telling stories.

For example, in the "spring in my eyes" activity, the teacher asked children to tell, some children said that they do not like spring, more like summer. Teachers completely ignore this kind of children, in order to ensure that the classroom can go on, no matter some children's ideas, only guide the children who like spring, ignore the children who do not like spring. In the extension of the activities, the teacher will let all the children draw the beautiful scenery of spring, some children want to draw the scenery of other seasons, was stopped by the teacher.

In this activity, ignoring the main position of children, teachers are too dominant to the activity process. In addition, teachers may ignore the "questions that teachers do not want to answer" and only answer the questions related to activities, but on the whole, children are basically in a passive position.

4.4 The Teacher's Response Language Is Simple and Unable to Give Good Feedback and Communication to Children

In response, the teacher's effective response can arouse children's interest. However, in the social activities of the big class, we found that there are some problems in some teachers' questions, sometimes relatively single.

For example, in the "what to do" activity, when children speak their ideas, the teachers give affirmation and encouragement, basically with "great" "good" "great" "great" and other basic table praise to praise children, other words of encouragement are not commonly used.

In the activity, the teacher's answers are relatively simple, not flexible to let the children to think. After the children answered, the teacher did not give specific feedback, but only for the encouragement.

5. Factor Analysis

5.1 Professional Quality of Teachers

Kindergarten teachers, as full-time personnel to carry out kindergarten education and teaching, the most indispensable is professional quality, which determines the smooth progress of activities.

Here are some of the interview notes:

Teacher 3: " Teachers and children are all interactive subjects, and there should be positive feedback from each other. In the collective teaching activities, we can better understand and understand the children in the interaction between teachers and children."

Teacher 5: " The teacher-child relationship is related to the smooth progress of a class, related to whether children can learn knowledge, can promote children's all-round development."

Therefore, on the whole, most teachers have a certain understanding of the teacher-child interaction, but some teachers do not have a comprehensive understanding of the teacher-child interaction. Teachers' professional quality has a certain influence on teaching activities.

5.2 Teacher's Emotions

Emotion is a kind of psychological activity that is common with the growth of the people. Teachers' emotions will also affect children's emotions, children's mood is bad, it is difficult to interact between teachers and children.

Some teachers also mentioned the importance of emotion:

Teacher 5: " I think emotion is also a factor that affects the interaction between the teacher and child. As teachers, we should control our emotions and face our children with positive emotions."

Teacher 7: " If a teacher brings negative emotions into the implementation of the activity, it may have a negative impact on the smooth progress of the activity."

It can be seen that some teachers think that teachers' emotions may affect the interaction between teachers and children. Teachers should have positive emotions to face all children, make children raise interest, and establish a harmonious and equal teacher-child relationship with children.

5.3 Children's Development Level and Age Characteristics

With the growth of age, 5-6 years old young children show a new level and stage in the physical, psychological and social aspects.

Some teachers also mentioned the importance of young children themselves:

Teacher 5: " Teachers themselves should fully grasp the activity design, and the activity link should be interlinked, from easy to difficult. And in the activities should pay attention to children's individual differences, in the operation to give targeted guidance and help. At the end of the activity should also be timely reflection. For the overall activities should also accord with the characteristics of children's development, pay attention to children's every move, timely provide help and encouragement to children."

According to the above interview, the status of children is also crucial in the collective teaching activities in the social field of kindergarten classes.

5.4 Children's Temperament Type

Children's temperament sometimes affects the order of interaction between teachers and children. Most teachers interact more with lively and cheerful children. On the contrary, quiet children rarely actively communicate with teachers, so lively children are more likely to interact with teachers and children.

Some teachers also mentioned the difference of the interaction of different temperament types of children:

Teacher 7: " In the collective teaching activities, teachers generally and lively and cheerful interaction more, for introverted children will also pay attention to their every move, according to their personality characteristics of the appropriate teacher-child interaction."

The researchers also learned from the interview that children with different personalities and different temperament have completely different performances and interactions between teachers and children, which also has an impact on the interaction between teachers and children.

5.5 Experience Already Available

The social field contains a wide range of areas. If children have relatively rich experience, then children and teachers can communicate and understand more smoothly, and form a good interaction between teachers and children.

If children have with their parents visited Beijing cities such as Macao, Hong Kong, and in the process of the history of the motherland and understanding, so when the teacher in the classroom about "I love my motherland" this one theme, these have related life experience of children will be more likely to resonate, and actively respond to the teacher's guidance.

6. Research Advice

6.1 Kindergartens Shall Conduct Teacher Training and Carry out Reasonable Training Activities

Kindergartens can train the newly enrolled teachers. Before the training, they should improve the training system, design the training process, and carry out training reflection, so that teachers can have a deep understanding of the "teacher-child interaction". In the process of training, teachers can conduct research and study, teachers can discuss, and find reflection in practice.

Kindergartens can guide teachers through a combination of seminars, online training and offline training, so as to help teachers understand the deeper "teacher-child interaction", which can better play the leading role of teachers and help children to cultivate a sound personality. Pre-service training, teachers should be more reflection, in the training, find methods in practice, and teachers to communicate with each other, to go its dress take its essence, better understand the true meaning of the word "young interaction", also can better interact with children better in practice, pay attention to young children's physical and mental health.

6.2 Pay Attention to Children, Give full Play to the Position of Teachers Leading Children

To better play the interaction between teachers and children, to give full play to the position of teachers leading the main body of children. In the collective teaching activities, teachers should pay attention to the state of each child. Children are young, curious about everything in the world, and often ask some questions. As teachers, we should use this characteristic to ask questions to children, and complete the effective interaction between teachers and children.

In the collective teaching activities, teachers should listen carefully to the children's ideas, only then to

form a good interactive relationship between teachers and children. Teachers should learn to listen to children's ideas, give children timely feedback, so as to promote children's comprehensive development and improve children's personality. When children ask questions in the activities, teachers should not ignore children, and give children a positive response, so that children can feel warm and the state of attention. Teachers should know that children's development reflects individual differences. Teachers should pay attention to children, teach children in accordance with their aptitude, pay attention to children's physical and mental development, actively listen to children's words, actively respond to children's questions and answers, build a harmonious and good teacher and child interaction relationship, and improve the quality of teacher-child interaction.

6.3 Design group Teaching Activities to Ensure the Order

"Kindergarten Teachers Professional Standards (Trial)" tells us that in the design of activities, we should pay attention to the design of the activity process, to have a variety of education methods and organizational forms, in the activity, to have a certain amount of interest.

Kindergarten social education activities are a comprehensive field, complementary to other major fields. For the collective teaching activities in the social field of kindergarten classes, first of all, the activities should conform to the children's age characteristics and life experience, to meet children's interest and scientific, so as to promote children's interactive interest. Secondly, for the activity target should be practical and operable. Then, in the process of activities, we should pay attention to the state of each child, actively interact, and promote children's interest in response, so as to guide children to quickly enter the creation situation. And in the extension, we can internalize social rules and life skills, which can enrich children's experience.

6.4 Pay Attention to Children's Response, Enrich the Interactive Way of Teacher-Child Interaction

As teachers, we should pay attention to every child all the time, when children ask questions or talk with them, pay attention to the interactive way of teacher and child interaction, and actively interact and communicate with children in diversified interactive ways, so as to improve the enthusiasm of teacher and child interaction. Effective response will improve children's enthusiasm to talk, effectively pull into the distance between teachers and children, so that children can get along with others with a positive and optimistic attitude to expand children's communication space, so as to improve the quality of interaction between teachers and children.

6.5 Strengthen Home Cooperation to Promote the all-round Development of Preschool Children

"Kindergarten Education Guidelines" tells us that parents have a greater role in the growth of children. As teachers, we should help parents improve their education ability, and communicate with parents on an equal footing and actively. (The Ministry of Education of the People's Republic of China, 2001) The family is the main place where children live, and the social education for children is also more intuitive, so every factor in the family may affect the social development and healthy growth of children all the time. Teachers can understand children from parents, so parents are also partners of the kindergarten.

Therefore, teachers should carry out home co-education, provide appropriate guidance for parents,

improve children's social development and the cultivation of speech ability. Teachers should strengthen home cooperation and promote the all-round development of preschool children. We can implement the educational activities of home cooperative education, promote children's expression, enhance children's thinking ability, and promote the cultivation of children's sound personality.

7. Conclusion

As a teacher, we should pay attention to every child, in children ask questions or talk, pay attention to the interactive interaction, with diversity of interaction to actively interact and communicate with children, improve the enthusiasm of the interaction, make children with positive attitude with others expand children's communication space, so as to improve the quality of the interaction. In the process of activities, we should pay attention to the state of each child, and actively interact to promote children's interest in response. And in the extension, we can internalize social rules and life skills, which can enrich children's experience. As teachers, we should have a targeted interaction with each child to ensure the smooth progress of each link of the activity, promote children's language expression ability, and lay a good foundation for the improvement of the quality of interaction between teachers and children. Teachers should pay attention to children, teach children in accordance with their aptitude, pay attention to their physical and mental development, actively listen to children's words, actively respond to children's questions and answers, build a harmonious and good interactive relationship between teacher and child, and improve the quality of teacher-child interaction. Teachers should strengthen home cooperation and promote the all-round development of preschool children. We can implement the educational activities of home cooperative education, promote children's expression, enhance children's thinking ability, and promote the cultivation of children's sound personality.

Acknowledgement

Study on the quality of teacher-child interaction in the collective teaching activities in the social field of the kindergarten large class.

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