

On the Prosocial Behavior of Students in Daily Life and Evaluation Analysis

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Abstract

Are students' prosocial behaviors developed in knowledge learning and skill teaching under the background of college education? Through the observation of prosocial behavior of students in daily life, this paper expounds the content and measures we should analyze as educators.

Keywords: prosocial behavior, student, day life, helping others, cooperation, attack

Observation Record 1: Live Recording Method and Tabular Method

1.1 Observation

I have observed and studied the pro-social behaviors of children in small classes, and the results show that: children's pro-social behaviors do not have gender differences; children's pro-social behaviors are mainly directed at peers, and rarely directed at teachers; in children's pro-social behaviors, cooperation Behaviors are the most common, again sharing behaviors and helping others, comforting behaviors and social morality behaviors occur less frequently. Teachers usually respond positively or negatively to children's pro-social behaviors: their peers mostly respond positively to children's cooperative behaviors, and they respond neutrally to children's sharing behaviors, helping behaviors, and comforting behaviors.

Most of the pro-social behaviors of young children have not been strengthened in time. Pro-social behavior refers to the humility, help, cooperation, and sharing shown by people in social interactions that are beneficial to others and society. The behavior it works. The development of pro-social behaviors in early childhood is an important foundation for the establishment of good interpersonal relationships and the harmonious development of mental health in adulthood. It is also the basis of previous research and the use of natural observation methods to understand children's daily life comprehensively and systematically in kindergarten Pro-social behaviors shown in the situation and explore the development characteristics of children's pro-social behaviors, in order to provide theoretical guidance for the next step in experimental research on how to cultivate children's pro-social behaviors. According to the behavior characteristics of children, the prosocial behaviors of children are mainly divided into the forms of helping others, sharing, cooperating, comforting, and moral behavior. (Helping: children help when others need help, such as helping children button buttons, lifting up children who have fallen, etc.; sharing: children and their companions share toys, play with food, etc.; cooperation: children and their companions cooperate to complete an activity , Such as cooperative games, or when others suffer psychological or physical harm, children give comfort; moral behavior: this type of behavior has no clear target, and it is good behavior that is conducive to the collective, such as turning off the faucet, cleaning up the garbage, etc.)

1.2 Evaluation and Analysis

In this study, I observe every day from 8:00 am to noon when the children leave the kindergarten. The scope of observation is the pro-social behavior of the children in all the activities in the kindergarten. The observation period is half a day. Observe and record each pro-social behavior in four dimensions: the first is the name and gender of the actor; the second is the name and gender of the behavior object; the third is the form or type and process of the pro-social behavior. Among them, I recorded the entire process of pro-social behavior, and determined the type of pro-social behavior based on this; the fourth is the feedback information of pro-social behavior, which refers to the positive and negative actions of pro-social behavior objects after accepting the behavior.

Note: Result Analysis

i) Gender comparison of pro-social behaviors of preschool children

A total of 68 valid events were obtained in this observation, and the specific situation of the distribution and gender comparison of the prosocial behaviors of male and female children in the three groups was obtained (as shown in Table 1). The χ^2 test on the number of prosocial behaviors of boys and girls shows that there are no significant differences in prosocial behaviors of children of different genders.

Age Group

Table 1. Distribution and gender comparison of prosocial behaviors of preschool children

	Group 1	Group 2	Group 3	total
boy	6	12	14	32
girl	12	8	16	36

ii) Comparison of the targets of preschool children's pro-social behavior

The pro-social behaviors of preschool children may point to peers, teachers, or non-specific objects of behavior. According to the distribution of the pro-social behaviors of children in each age group (as shown in Table 2), the different pro-social behaviors of preschool children are tested. The results show that there are significant differences between the pro-social behaviors of preschool children.

Table 2. The distribution of the frequency of pre-school children's pro-social behaviors and the comparison of the targets

	Other students	Teacher	No obvious object
Group 1	15	18	2
Group 2	9	19	4
Group 3	14	16	3

iii) Comparison of differences in the types of children's pro-social behaviors

From the distribution of children's pro-social behavior types (as shown in Table 3), there are 78 mutual aids, 76 sharing behaviors, 111 cooperative behaviors, comfort behaviors, and 8 public moral behaviors. Based on the statistics of these 5 types of pro-social behaviors of young children, there are significant differences between the types of pro-social behaviors of young children.

Table 3. The distribution of the frequency of pre-school children's pro-social behaviors and the comparison of behavior types

Group	Help	Sharing	Cooperating	Comforting	Moral
Group 1	10	8	13	3	1
Group 2	8	6	12	0	3
Group 3	9	9	1	1	2

1.3 Measures

This observation found that children's pro-social behaviors in kindergartens have the following three points: First, there are no gender differences in children's pro-social behaviors; second, children's pro-social behaviors are mostly directed to peers, teachers or no clear behavior, and less public moral behavior; Third, there are significant differences in the frequency of various pro-social behaviors of young children. Cooperative behavior is the most common, and it continues to increase with age, followed by helping and sharing behaviors, and comforting behaviors and social ethics are the least common. This reminds us that no matter what kind of

pro-social behavior occurs in children, teachers and peers should give timely encouragement and praise, which is much better than special training. Because this direct learning method is an effective way for young children to learn good social behaviors.

Observation Record 2: Whole Method, Written Method, Video Method

2.1 Observation

The pro-social behaviors of the children in the Miao Class I have developed relatively well. Some children will take the initiative to greet you, and the children in the small class have outstanding pro-social behaviors. The pro-social behaviors of young children are mostly helpful behaviors, such as helping young children to take tissues and put on clothes. There is no obvious gender difference in the pro-social behaviors of the children in Miao Yi class. Because the children in the small class are still afraid of the teacher, their pro-social behaviors are mainly between peers. Children have fewer sharing behaviors, cooperative behaviors, and comforting behaviors. Children will not actively share their own food, toys, and picture books. Teachers need to guide them. A child was crying because he missed his mother, and no child came forward to comfort him.

2.2 Evaluation and Analysis

Pro-social behavior refers to "the behaviors that people show humility, help, cooperation, and sharing in social interactions that are beneficial to others and society." It is conducive to social development and can be transformed into cooperative behavior. It is a positive social behavior. Prosocial behavior is a relatively common social behavior in the process of individual socialization, and it is also an important indicator of the development of individual socialization. The prosocial behavior of children refers to the behaviors that children show in their lives that are beneficial to others, the collective, and the society. Specifically, the pro-social behaviors of preschool children mainly include the following forms:

- a) Helping others: Children give help when others need help, such as helping children button buttons, raising children who have fallen, etc.
- b) Sharing: children and their companions play with toys, share food, etc.
- c) Cooperation: Children and their peers cooperate to complete a certain activity, such as cooperative games, etc.:
- d) Comfort: Children give comfort when others suffer psychological or physical harm.
- e) Moral behavior: The behavior has five clear targets, good behaviors that are beneficial to the collective and society, such as closing the leader, cleaning up garbage, etc.

2.3 Measures

Teachers should create more opportunities for children to communicate and cooperate with their peers, teach them how to cooperate and comfort their peers. It is necessary to enhance children's awareness of helping each other, teach children how to help others, and encourage and praise children for helping others. It is also necessary for young children to respond positively to the people they help. Teachers should also share education so that children learn to help and share.

Family environmental education plays a big role. Parents should not just give children what they want and need but cultivate the habit of helping children do things in peacetime, let them do something within their power; parents can use the details of life to guide children to observe. Experience the reasons for the changes in people's emotions, initially form the ability to empathize, learn to empathize and be able to help others; parents should also lead by example and be a good example for children.

Observation Record 3: Designated Children, Using Anecdotal Record Method

3.1 Observation

Jingjing is a child in our class who loves answering questions. In every activity, she was able to actively answer questions, and sometimes she raised her hand while rushing to say: "Teacher, for me." She even interrupted others' topics without waiting for others to finish, rushing to express her own opinions. In today's event, something like this happened again: when a child hadn't finished speaking, Jingjing raised her hand and said loudly: "Teacher, I'm here, I'm here..." Listening to the children's answers clearly leads to confusion in classroom discipline. Some children always behave very positively in class. Before the teacher's voice, the children raised their hands. And used some small gestures to attract the teacher's attention, hoping that the teacher can call him. Every time the teacher asks a question, these children are always the ones who rush to answer.



Teachers like this kind of children, and they can actively interact with teachers. However, without in-depth thinking and blindly rushing to answer, the result is always not ideal, the answer is not perfect, or there is no answer at all. The child just attracted the attention of the class. As a teacher, of course I hope that the child can answer seriously, not to get the teacher's attention.

At the same time, each student has different thinking and reaction abilities. The teacher also hopes to take care of most children and give them the opportunity to answer questions.

3.2 Analysis and Evaluation

Jingjing is a bright and cheerful, lively and generous, intelligent and capable child in our class. When she interrupted me or rushed to answer questions, it might be because she understood my explanations or questions. Secondly, her personality is good at expressing herself. When she sings and reads, her voice is always very loud. She also rushes to perform on stage. Interruption is also a manifestation of her self-expression. Teachers should be happy to see children scrambling to answer questions, because children can actively respond to teachers, indicating that they are: First, they are interested in learning. This further shows that the problem designed by the teacher meets the children's learning needs and existing life experience. The second is a high degree of concentration in learning. This further shows that the children have good learning routines, good listening status, can use their brains to think about problems, and are willing to express their ideas in front of the group. The third is to like teachers. The teacher is an important person to the child, and the child's positive response is to like the teacher's performance.

The child rushed to answer the questions in class, and it didn't seem to be a bad thing. But from this behavior, it can be seen that the child is more anxious and not stable enough. Gives a feeling of impetuosity.

4. Conclusion

Pro-social behavior refers to voluntary social behaviors that are beneficial to others, such as sharing, sympathy, humility, and helping others. The development of pro-social behaviors in early childhood is an important foundation for the establishment of good interpersonal relationships and mental health and harmonious development in adulthood, as well as an important aspect of their social development and personality formation. If only paying attention to the learning and Master of Children's knowledge, and ignoring the education and guidance of children's pro-social behavior, it will lead to problems such as selfishness, willfulness, lack of compassion, etc., which is not conducive to children's physical and mental health. Based on this, I have taken the following educational measures to promote the development of children's pro-social behaviors.

4.1 Empathy Training Method

This method mainly cultivates children to understand and recognize the emotions and emotions of others, and arouses the emotional resonance of the children, which is conducive to the pro-social behavior of the gray hair. To this end, I designed a series of activities such as "drawing facial makeup", "happy clapping song" and "recognizing facial expressions". For example, in the "Drawing Face Mask" activity, I first asked each child to look in the mirror to observe the various expressions he made, and then draw the facial makeup that I thought was the best. As a result, the most people painted happy facial makeup, because everyone I think this look is the best.

4.2 Game Education Method

Play is an effective means of cultivating children's pro-social behavior. In the game, children need to adapt to each other and obey the common rules of behavior, so as to gradually get rid of self-centeredness and learn the

correct way to communicate with others. Taking the “lost little flower duck” as an example, I designed intricate mountain roads with young children, “throwing” the little flower duck in the mountains and arranging the children to play the role of woodcutter, forest manager, tourists, etc. to see how little flower duck is. Like them asking for help.

4.3 Model Education Law

The consciousness and stability of children's pro-social behaviors have not yet been formed. The correct use of role model education can not only strengthen children's pro-social behaviors, but also enable children to obtain pleasure and satisfaction from the positive emotional reactions of others. Once, a child in the class fell. Some children laughed at this scene. At this time, a boy ran forward to help his fallen companion. While helping him to pat the dust off his body, he asked about him with concern. Does it hurt. At this time, I took the opportunity to call all the young children to comment on this matter. Who is right and who is wrong? Who do you like? How do you feel if you fall? When others need help? When helping, what should you do? To guide children to distinguish right from wrong and learn a good example.

4.4 Homeland Consensus Education Law

If the pro-social behaviors learned by children in kindergarten can be consolidated and strengthened in family life, and properly applied to life, it can better promote the development of children's pro-social behaviors.

Children's play is a practical social activity, but also a creative activity. Games can also promote the development of children's social behavior, so that children can transition from a self-centered state to being able to consider others, and learn to coordinate and balance with others, and become a social person.

Early childhood is the beginning of the process of human socialization. In order to adapt to the social life, they are facing, children must gradually understand the knowledge of social life and master the social norms of behavior. These can only be achieved in social interactions, and games are for children. An important occasion for realizing this kind of social interaction. In games, children, as members of the game group, need to adapt to each other, obey the common rules of behavior, and master and learn social skills such as rotation, negotiation, and cooperation. Some children appear to be untamed and mischievous in their daily lives. In games, to prevent themselves from being rejected by games and partners, they will actively suppress their shortcomings and slowly learn to share, be modest and cooperate. The rules of the game help children gradually get rid of self-centeredness and develop toward social cooperation. The development mechanism is the increasingly awakened self-awareness in the game. Pro-social behaviors are multifaceted, and children's pro-social behaviors must be fully developed. They cannot focus on only one aspect, as they are not truly pro-social. Promoting the development of children's pro-social behaviors will help children better adapt to society and lay the foundation for children's life-long development. At the same time, it will also be conducive to the in-depth development of school quality education practices.

Pro-social behaviors of young children appear early in life, and gradually increase with age. However, as the family living environment becomes more affluent, children are greatly loved and cared for by their families, and their pro-social behaviors have decreased significantly. Therefore, parents should pay attention to the cultivation of their pro-social behaviors starting from the age of 1 to 2 years old. This can not only speed up the socialization of children, but also an important foundation for the harmonious development of good interpersonal relationships and mental health for children as adults. Therefore, the discussion on the cultivation of children's pro-social behavior has important theoretical and practical significance.

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