

Study on Small Group Phenomenon from the Perspective of Preschoolers

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Abstract

The existence of "small groups" can provide children with learning and life references, and direct interaction with "role models" also practices the concept of children experiencing firsthand to gain experience, which is more conducive to the establishment of a learning community for children and brings positive impacts to them. In the research process, small groups are mostly groups of three or more people formed spontaneously and voluntarily by young children. By interacting closely with young children, researchers can better understand the psychological activities of the research subjects and better enter their inner world.

Keywords

Small groups, Young children, Group.

1. Introduction

The term "perspective" originated from the perspective technique discovered by artists in the 15th century, and was later extended to the "perspective of viewing problems" in literature. In the field of literature, the most representative definition of "children's perspective" is to use children's eyes or tone to tell a story. The presentation process of the story has distinct characteristics of children's thinking, the tone, posture, psychological and value standards of the work, as well as the structure, aesthetic and consciousness factors of the text, All are subject to the narrative perspective of the child chosen by the author[1-6].

In recent years, with the promotion of theoretical practices such as the Children's Rights Movement, New Childhood Sociology, and Reggio Education Practice, the status of children in research has begun to improve. The advocacy of children's rights has led researchers to pay more attention to children themselves, and the perspective of children has become an important educational perspective after the social perspective. The exploration of children's perspectives first appeared in sociological studies related to children conducted by Nordic scholars in the 1970s and 1980s. However, the first formal definition and systematic exposition of a child's perspective was by Swedish researcher Sommer. D in his book "Children's Perspectives and Children's Perspectives in Theory and Practice", who defined the child's perspective as the child's own perception and experience of the world as the subject, which is the meaning construction of children's individualization and dynamic development, It is the phenomenology of children themselves. At the same time, he and other authors of the book delved into the theoretical background of children's perspectives and their application in the curriculum and teaching of preschool education[7-10].

In 2004, the "Young Children's Perspectives" special interest group under the European Society for Preschool Education was dedicated to studying the perspectives and rights of children under the age of 8. Early research on children's perspective is more targeted at children in primary schools or older children. In order to study the perspective of young children, the seminar "Look Who's Talking: Eliciting The Voice Of Children From Birth to seven" held by Strathclyde University in SUGRA in 2017 attracted researchers from various universities to

participate in the speech, Make the current research status of "children's perspective" more comprehensive. It also makes research more systematic and actionable.

Many domestic scholars have also explored the "perspective of children", Yu Xiang (2014) believes that "the perspective of children refers to the ability of adults to stand in the position of children, consider their thoughts, respect them, and protect their rights when it comes to their thinking and actions." Modi summarized the perspective of children as follows: "The perspective of children should focus on listening to their own voices and paying attention to their own realistic attitudes. In the research process, respect and satisfy children.

In summary, different scholars at home and abroad have attempted to define the "perspective of children", focusing on dimensions such as "listening to children", "respecting children", "children of different ages", and "children's participation". As research deepens, the subject of children's perspective gradually shifts from "research on children" to "research with children", which greatly enhances children's participation.

2. Related research

In sociology, "small groups" are also known as peer groups or peer groups. A social group generally composed of people of the same age group, with similar or similar hobbies, interests, attitudes and values towards life, and social status. Its members generally have similar values, experiences, hobbies, and behavioral patterns.

It is not difficult to find that "kindergarten" and "small groups" are the core concepts, expanding around two keywords to include peer relationships and peer communication. "Social network", "social participation", and "case studies" are also frequently mentioned. It can be seen that most of the literature is prominent in terms of social research. Most researchers conduct specific research around case studies. Regarding the concept of small groups for young children, Lu Xuanqian believes that Due to the fact that young children's peer groups belong to informal groups, which are spontaneously generated by young children, they are different from peer friendship relationships. Peer friendship is a two-way relationship, and the two are equal. Peer groups are groups of three or more people, with certain levels and structures among their members. However, they are also interconnected. Some peer groups are formed based on friendship, and the formation and development of groups also consolidate young children's relationships Friendship brings emotional support to young children.

In daily life, young children spontaneously gather together based on different needs such as interests, common interests, and abilities, forming a "small group" of two or three or four people. The group has common goals, behavioral norms, and each member of the group assumes their own roles. The emergence of the phenomenon of small groups in young children is a need for their social development, which is reflected in various aspects of their daily life, Compared with peer groups in other age groups, it exhibits significant variability. Young children's group interactions also have a certain emotional color, and some groups may also have obvious exclusivity. The characteristics of the phenomenon of small groups in young children are: "Temporality and stability coexist. Individual participation, independence, and crossover coexist." Studies have shown that children aged 5-6 have a high ability to pick up ideas, consider the differences between others' opinions and their own, and can converse and interact with peers in a more appropriate way. When young children meet during activities, they can decide whether this is a temporary collaboration or a relatively stable, long-term relationship through interaction. Gradually form your own small group.

Based on shared interests and activities. Shared interests and hobbies can easily inspire young children to form groups. For example, if girls like dolls and play with families, they will spontaneously play together. Based on parental support. Parents, as important factors in peer communication among young children, have played a certain role in promoting social groups

outside of class life. Based on the power of the leader. The formation and maintenance of small groups cannot be separated from a core force "leader". Members within the group are willing to actively follow, obey orders, and listen to arrangements.

Based on similarity. Young children spend most of their time in class activities and games with their peers, and children with similar personalities or class status are prone to forming groups. Children in small groups need to learn social skills such as acceptance, understanding, negotiation, concession, and cooperation in order to coexist with team members in a friendly manner. Based on this, they need to develop self-awareness such as self-esteem, confidence, and autonomy. Secondly, each child carries their own characteristics to join a "small group", and its normal operation requires all members to establish and abide by basic behavioral norms and common action goals, in order to constrain their own behavior, and can also distinguish their own group from others' groups based on this, establishing a stable sense of belonging or group identity. Finally, peer learning is an important learning method for young children. Different levels of intellectual development can provide children with reference for learning and life. Direct interaction with "role models" also practices the concept of children experiencing and gaining experience firsthand, which is more conducive to the establishment of a learning community for young children.

3. Evaluation of the phenomenon of small groups in young children

When the "circle of friends" of young children is too narrow (such as interacting with a fixed peer), the scope of these emotional experiences and social learning will narrow, and they may also infect each other with negative habits and emotions. As children age, their awareness of peer selection increases and they can gradually form stable peer relationships. The middle class is a period of rapid development in young children's social cognition and communication abilities, so often at this stage, close "small groups" begin to appear in the class, often inseparable. After forming a group, it has exclusivity and leaves teachers and parents at a loss. Most foreign researchers believe that the social relationships between small groups of young children are relatively equal, but domestic researchers generally believe that the class stratification of small groups is very obvious. This raises the question of how the social relationships of small groups are distributed. How was it generated? This study focuses on analyzing from the perspective of young children. At present, the reference literature mainly focuses on the social and parental levels, and provides guidance. The subjective research on young children is not strong. Some researchers believe that the inherent peer group composed of children of this age group has a negative impact on their development, and teachers need to provide guidance to these informal groups and play a positive role in the peer group. For peer relationships, researchers pay more attention to research on the two-way interaction with peer relationships, such as peer friendship, peer acceptance and rejection, etc. There is less research on the social organization of peer groups, and most research methods are quantitative research. Based on experimental methods to control variables, social measurement methods and social network analysis methods are used to study peer groups. Thus analyzing the important role of peer groups in the socialization development of children.

4. Conclusion

This article aims to approach from the perspective of young children, and in daily life, observe and visit young children, and use research methods such as observation and questionnaire to obtain real data. The peer group of young children is a value neutral concept with instability. The true thoughts of young children about their social interactions are one of the key cores of the text. Mainly focusing on the daily life of young children and the specific performance of small groups in their daily lives, to understand the reasons for the formation of small group

phenomena, meet their needs, as well as the existing problems and solutions. And during the research process, intimate interaction between researchers and research subjects can help researchers better understand the psychological activities of the research subjects and better enter their inner world.

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