

Analysis of the children's prosocial behavior

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Abstract: Prosocial behaviors refer to those behaviors that meet the social expectations and requirements in peoples' social life, and that are certainly beneficial to other individuals, social groups and even the whole society. Researchers have made many achievements in the research fields of prosocial behaviors, especially involving children. This paper shows teachers how to resolve the conflict between children and to analyze the children's prosocial behavior. Finally, the analysis on children's prosocial behavior is summarized.

Key words: children; prosocial behaviors; sharing behavior; Social emotional well – being

1 Introduction

It is well-known that prosocial behavior refers to the people's altruistic behaviors which display by helping, cooperating and sharing with others in the social interaction; it is a natural part of "human nature", which plays an important role in our life. Researchers have found that newborn babies do not tend to act in a particular way but they could learn quickly if they have the chances to approach the society. Every child tries hard to interact with the peers and teachers although sometimes they may use some inappropriate ways to express their inner ideas, for example, some children attempt to quarrel or fight to gain the ownership of toys. These aggressive behaviors are also important parts of children's individual socialization, and as the guiders, teachers should correct the children's bad manners and help them to solve the problems during the interaction with others. Only in this way can teacher make contribution to the development of the children's prosocial behaviors and social-emotional well-being and then the children could grow better.

2 Analysis of the children's prosocial behavior

The video [1] that I have found shows us a good example of how a teacher succeeds in finding a solution to make all children satisfied during a conflict, the video is called "It is my baby's blanket!" [1]. For convenience, I call the five main characters by using child A, child B, child C, child D and child E, and all of them are girls. This is how it all happened: one day, the teacher found that the child B is trying to rub the blanket from child A, but child A would not like to give the thing to her, so the situation has been stalemated until the teacher passed by; On the other side, the child D were sharing the toys with the child E as well as teaching the child E how to play the tuning fork which she found in the toy box happily. When the teacher want to break the deadlock, the child C came to them and see what happened. After understanding the whole thing happened, the child C tried to help the child A and B to figure out, but the child D found the tuning fork she left on the chair was gone, she broke into the conversation and tried to take the tuning fork from the child B, which made the situation more complicated. Then there came up a new problem although the first one was not be solved. Four children gathered around the teacher and they waited for teacher to figure out the problem of the tuning fork and the blanket anxiously. However, the teachers kept calm and patient during the whole video and used the language that children could understand. Finally, two problems were solved and the toddler room became harmonious again. In fact, without education, children will use direct ways to fight for getting the things they want, such as grabbing, pushing and beating. Also,

as a growing individual, child perceives the world and makes relationship with peers by using body languages at first. So teachers and parents should guide them patiently to use the right ways to interact with others.

In order to make sound decisions and enhance the educational and developmental interventions, we should assess the behaviors of young children [4]. As for assessing this video, I use some parts of the child skills checklist to evaluate the behaviors of children and teacher. I use four items of this checklist, that is to say, I try to use most contents of this checklist to assess the behaviors of children in four aspects: self-esteem, emotional development, social play and prosocial behavior, and I make effort to compare the positive behaviors with the negative actions, but all the items of the child skills checklist are used to better reflect the relationship between prosocial behaviors and social-emotional well-being.

Firstly, most children in the video show us the evidences of building up their identity as they become recognized that how others see them [2]. Except for the child A, other children kept a certain distance with the teacher that means, they could separate from primary caregiver with difficulty. But when the child B began to grab the blanket from child A, the teacher came to gather information and held the child A tightly at the same time, so we can deduce that child A is not easily separated from caregivers and she wanted to develop a secure attachment with teacher eagerly. Then, when the children were required to restate the problem, all of them made eye contact with teacher to show the respect for him. Child D has the ability to make activity choices without teacher's help because she went away from the scene to seek new things to play when she found it difficult to solve the problem, that is to say, she could find ways easily to distract herself from the unhappy incident. What's more, all the children worked hard to stand up for own rights: as the video shows, when the child B reached out her hand to rob the cloth from the child A, child A insisted that she was carrying the baby but child B said "No, baby is still cold", so both of them refused to give up the blanket. Also, they displayed enthusiasm about doing things for themselves: the child D totally ignored the dispute between child A and B and she wanted to take the stick from child B anxiously, saying "No, I am using that!" In fact, she really wanted to express the opinion that she was the first person who found the tuning fork and stick through she used some ambiguous words. But the child B thought that once she held the stick in her hands, the thing belonged to her. From this we can see that the child B has strong possessive instinct and she is lack of share consciousness. Although the share consciousness's establishment is slow, proceeds in an orderly way, teachers should lead the children to have intensive experience in sharing toys with others and gain happiness and satisfaction during the process.

Secondly, every child keeps learning to develop intrapersonal and interpersonal abilities which will enhance their sense of self and their connection with peers, teachers as well as parents. As the video shows, the child A could remain calm in difficult or dangerous situations, when the child B shut at her angrily, she stayed calm and clung to baby doll and blanket without any bad moods; The child C also did well in this aspect: she saw the child A and child B grabbing the cloth and she came to the place quietly, and when the teacher asked her "what do you think we can do", she thought for a while and said "There is more blanket over there" and since the child B refused to get a new blanket, she went over and found a new cloth without any complaint. It is indicated that the child C could handle surprising situation with control. But the child B seemed like she was losing her temper and she released stressful feelings in inappropriate manner by yelling at child A and the teacher. The child D lost control when she asked the child B to give the tuning fork back but child B turned down the request, and she were very upset until the teacher asked her again and again "Are you okay, honey", she stopped crying and nodded to the teacher, it reveals that she could overcome sad feelings in appropriate manner after the teacher gave her some

comfort. In the end of video, the child D became happy again and a boy gave a big hug to her which made her giggle, this action is accord with the item of the checklist that “smile, seems like happy much of time”. In fact, most of children have happy memories during the childhood since they need not to think about much trouble in life and the stress level in study is relatively low, but they still need to learn how to express negative emotion in verbal ways rather than passive actions. At most of time, children use hug or kiss to peers to show fondness, affection, love towards others because the words and sentences they know are limited, they incline to use body language to express their emotion. Commonly, we aware that if unhappy things happened which made us upset or mad, we cannot control ourselves properly, because our behavior and thinking is strongly affected by our feelings. Emotion development in preschoolers is rapid and significant; their feelings make a real difference to their self-esteem, the way they communicate with others and the ability to tell right from wrong and other things. For the purpose of providing a better living environment for children, teachers and parents should have a better understanding of their emotional life and allow children to try out their opinions.

Thirdly, companionship and social play are very crucial since the children gain more information about social relationship and begin to perceive the difference in or between peers. As the video indicated, after seeing the teacher holding the stick, child B turned her attention to another toy and enjoyed playing with new toys, and the teacher asked her if she still wanted the stick which she was grabbing with child D just now, she responded passively. It is obvious that she already distracted herself from the previous case. But child C gives us a good example of whom has high level of emotional competence is happier than less competent and become more active in interacting with others: she gained access to ongoing play in positive manner and resolved play conflicts in positive manner. When the teacher asked her for suggestion, she totally became an excellent helper of the teacher. What's more, it seems that child C enjoyed helping and sharing toys with other children as she was pleased to accept the left blanket after the child B picking, and she was so happy that she jumped with joy. On the contrary, children B kept sad face even though she got the pretty cloth, and it seems that she was planning to rob a new toy from other children. It is concluded that child C is very self-centered and her interpersonal communication ability is relatively bad. She really needs to be taught to understand the meaning of the items belonging and the importance of sharing. Actually, preschool education and children's development is a complex dynamic process of interaction and restriction. Preschool education is one of the important factors to promote the development of children, but it is restricted by the level of children's physical and mental development at the same time, so preschool educator should carefully consider what the children's level physically and mentally is and make some corresponding solutions to help children to make closer relationship with peers as well as adapt to the school life better.

Additionally, prosocial behavior is an important symbol of children's social development; it makes great contribution to the growth and development of children. Since the children's cognitive level is limited, their prosocial behavior is still in the developmental stage. Some children could show concern for others, for example, when the child D found the tuning fork was in the child B's hands, she was crying sadly, and the child E came to her rapidly and tried to comfort her. It is difficult for young children to understand others' feelings, but they will pat the shoulder or give a big hug to the crying peer to show their empathy. And some children could even tell how another feels during controversy, as the video shows, the child C managed to find a new cloth to solve the conflict between child A and child B, and she could feel the anger from child B and she attempted to please the child B as well. And when the teacher asked her if she could take the left one, she complied with requests without a fuss. As for child D, she could share the tuning fork with child E and when child E could not play well, also, she was willing

to teach patiently. It is generous of child D could give the tuning fork to the child E, and both of them could wait for playing the tuning fork with patience, so they took turns without a fuss, it shows that they could understand and concerned about each other.

As the video shows, the teacher was good at explaining the meanings of emotion on specific occasions and giving guidance to the children. First of all, he gathered information patiently when the conflict happened that he required children to restate the problem one by one, in order to make sure that every child has the chance to put forward their own ideas. Then, he stopped any hurtful actions and neutralized the object by holding the toys which children were scrambling for strongly to guarantee the safety of all children. And he tried to ask ideas from children to acknowledge the children's feelings throughout the conflict. But the attention spans of children are so short that some children distract their attention from the old toy to the new toy easily during the whole process, so the teacher should ask the children whether you still need the toy to remind children of the problem. Also, he used the language that children understand to make sure that they were figuring out the question together. And finally, the teacher came to an agreement along with all the preschoolers and chose a solution which they were satisfied about. He attempted to induce children to express positive emotion by chatting with them and facilitated child to calm down by telling the cause of the problem or giving encouragements. At the same time, he gave some physical comfort to the kids such as a hug, pat on children's back; these behaviors always give children a sense of security and reassure them that they are safe. Commonly, children are more likely to express their inner thoughts when they are protected by adults. Encouraging children to describe the actual situation is useful for teacher to know what is actually happening and find the corresponding solution to suit the case. What I appreciate most about the teacher is that he is available for follow-up support to children all the time, as a guider of the children; the teacher should give the right guidance to them when they are in troubles.

3 Conclusions

From the analysis above, we can see that the children who have more positive actions on prosocial behaviors will have more possibilities to concern about others' emotions, help others, share good things with peers and so on and so forth. As is known to all, because of sharing, we gain friendship, get happiness and live happily ever after, so do the children. The child who likes to share with others is more popular among the peers and he has fewer chances to experience mental agony and loneliness. Also, they could use positive affect to initiate contact and copy with aversive emotions successfully, thus having a good relationship with peers. However, the kids who are unable to function successfully in the social world will suffer low self-esteem and be in the distressing situation easily. They may become upset and irritable or use some negative actions when they come across the difficulties, these behaviors always lead to the rejection and isolation by other children and nobody likes to play with them. Usually, teachers tend to pay attention to inappropriate behaviors because they are drawing attention easier. But sometimes, children are too young to struggle to find the right way to interact with others, so teachers really play a key role in the preschool education, they should help kids to put thoughts into words, teach them to use the appropriate way to regulate their emotion, assist them in approaching others positively and facilitate them to perceive an apparent self, and so on. In fact, we put the preschool education as the first critical stage of child growing, and the goal of school learning is to promote the children's competence and help them to become more sociable. Teacher should put their full heart into the education and spare no effort to further the interests of kids.

As for the child skills checklist, there are some advantages: The first one is that it can well reflect the behaviors of students in an accurate way; The second one is that it lists the four main parts of children's social-

emotional development; The last but not the least, it not only involves the behavior of students, but also it considers the role of the teacher. However, the checklist has some overlapping and cross sections and some items may be similar to each other, which will lead to the deviation of measuring veracity to some extent.

All in all, the teacher should have higher professional quality and ability to be competent for the teaching work to do, and know how to understand, care about and educate the kids. Also, the teacher should try their best to use and coordinate of all kinds of subjective and objective conditions to create a beneficial environment for the student's growth and development, and teach them to be a confident, honest, generous and prosocial person as well as how to express themselves appropriately during the interaction with others. Communicating with their parents is an indispensable part for teachers' work; only in this way can teachers understand the advantages and disadvantages during the growth of children and correct the problematic behaviors with cooperation from parents.

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