

Cultivation of Young Children's Expressive Skills in Multiple Perspectives

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Abstract: This article focuses on the field of early childhood education and explores how to cultivate young children's expressive skills in multiple perspectives. After introducing the characteristics of children's language development stages and language acquisition, it discusses how to improve children's expressive ability in role play, music, science and picture book reading, and then emphasizes the importance of close cooperation between parents and teachers, and the active implementation of home and family co-education, so that children's expressive ability can reach a higher level from various perspectives.

Keywords: corner activities, language expression, picture book reading, home and garden co-education

1. Introduction

Nowadays, parents usually focus on literacy education for their children, but do not pay due attention to the cultivation of language skills. In fact, oral language is more important than literacy for children's development, because oral language ability is the most important tool for enriching knowledge and developing intelligence. Children's access to knowledge is mainly through oral language because their knowledge is very poor and they need to see, hear and come into contact with many concrete things to increase their knowledge and broaden their horizons. In this process, language is indispensable. Children need to use language to identify and describe the names, shapes, and characteristics of various objects. In addition to the direct knowledge gained from exposure to things, children also rely on stories and other methods to gain indirect knowledge. Language plays a crucial role in this process. As children think about and solve problems, they need to use language in daily life.

Moreover, language significantly impacts a child's personality: children with better language development tend to be more active, open-minded, and friendly, with relatively strong language abilities. Conversely, children with poorer language development tend to be quieter, more timid, and less adept at engaging in activities. Therefore, fostering language development can promote children's social interactions. Enhancing a child's language comprehension and expressive abilities can encourage them to interact more with peers and adults, expanding their social circle and improving their communication skills.

2. Characteristics of language development of young children

2.1. Stages of Early Childhood Language Development

Pre-verbal stage. From birth to one year old, young children begin to respond to sounds, such as turning towards the source and reacting more to the voices of their loved ones. Around six months, infants start to imitate sounds as if they were teething and begin to understand simple instructions and questions.

Word Stage. Beginning around one year of age, infants begin to learn to produce simple words, such as “mommy and daddy,” which may be incomplete or incorrect, but infants are aware of the relevance of the words to the things around them.

Language Structure Formation Stage. Children between the ages of two and three begin to use at least two words to express complex ideas and begin to form sentences using simple grammatical structures, such as “I want water” or “I don't want to eat”.

Language Period Stage. Three- to four-year-olds are able to use more words and more complex

grammatical structures to express ideas and begin to learn to use language skills that approach those of adults, including understanding harmonic puns and humor.

Language Fluency Stage. Children over the age of five develop rapidly in their verbal skills, further strengthen their comprehension skills, are able to master an increasing number of synonyms and near-synonyms, and excel in logical reasoning and reporting.

2.2. Characteristics of Language Acquisition in Young Children

Early childhood language learning is an important part of young children's cognitive development, as well as an important way of social interaction and emotional expression. First of all, young children's language learning has an innate capacity for language acquisition. Research shows that young children are born with an innate ability to acquire language through imitation and contact. Young children are constantly exposed to a variety of language inputs in their daily lives, and through imitation and practice, they can gradually master the basic rules of language and ways of expression. Secondly, young children learn language at a fast pace. In the process of language learning, young children can often master a large amount of vocabulary and grammatical knowledge in a short period of time, and they can learn to use new vocabulary and expressions quickly and flexibly to communicate and express themselves with this knowledge. Once again, language learning by young children is characterized by a sensitive period. Young children are particularly sensitive to language learning at a particular age, which is known as the language-sensitive period. This period is called the language-sensitive period. During this period, children's ability to learn language is at its best, and they are able to master language knowledge better and faster. In addition, young children's language learning is social in nature, and young children often need to learn language through communication and interaction with others in the process of language learning. They learn language through imitation and conversation, and also express their feelings and needs through language to establish good relationships with others. Finally, language learning by young children is characterized by individual variability. Each child has his or her own learning characteristics and developmental speed in the process of language learning, and some children may excel in language learning. Some children may excel in language learning, while others may need more time and opportunities to learn language. Therefore, teachers and parents need to design and implement language learning activities according to the individual differences of children to help them develop their language skills better. In conclusion, young children's language learning is characterized by their innate ability to learn language, rapid developmental speed, sensitive periods, social characteristics and individual differences. Understanding these characteristics will help teachers and parents to better guide young children's language learning and to promote the overall development of their language abilities.

3. Cultivating children's expression ability in district activities

District corner activities are also called activity areas. Activity refers to the teacher according to the development level of children of different ages to formulate relevant activity goals, create an activity environment with a purpose and plan to put the activity materials, and organize the children to learn, explore and interact automatically, so as to let them develop in a free and independent environment. In this activity area, toys, teaching aids and other educational materials are usually placed, which can stimulate children's interest in learning and improve their language expression. In the corner activities, children can be encouraged to use language, communicate with others, and express their thoughts and feelings through various play interactions and role-plays.

3.1. Role-playing area: expression in role-playing

Kindergarten role-playing area activities are based on role-playing, which allows children to play different roles and carry out interesting games to improve their language expression skills. Teachers should create a free role-playing space for children to express themselves^[1] The role area in kindergarten is created for children to 'imitate and imagine through role-playing, creatively reflecting their surrounding life.' It is an important part of the kindergarten activity area, and the activities carried out in this area are called role play. Role play is a typical game in early childhood and has a unique educational value for young children. In role play, children play certain social roles, and in the imaginary game will be observed in daily life in the adult world, give creative imitation and reproduction. Role play usually has a certain theme, such as a doll's house, a hotpot restaurant, a supermarket, etc. In this small social context, children are either doctors taking good care of patients, teachers at school, busy parents taking care of their babies, or hair stylists with excellent skills. By dressing up their familiar characters, children symbolically use

some objects to experience the social roles and activities of adults, and try to understand the real world and diverse life from different perspectives. Therefore, the role area is an important space and an effective platform for children to show and express their knowledge, understanding, and feelings about real life. For example, in the role-playing activity of “My Department Store”, the teacher sets up a scene with the children according to the existing materials, and provides the children with the corresponding roles: store manager, salesperson, cashier, customers, etc., and guides the children to negotiate and assign the roles independently, and then the children play the game on behalf of each role, and start to do business, in the process of business. During the business process, the store manager asks and yells, the customer expresses his needs, and the cashier's sales tactics cultivate the children's good communication and expression skills, as well as letting the children master more polite phrases adapted to the needs of daily life. After a simple exchange, the teacher guides the children to add excitement to the game by designing marketing programs, such as hawking activities. This process not only enhances the children's language organization skills but also allows them to express their natural selves and become more open.

3.2. Music area: singing activities to express

The music area is a type of regional game in kindergarten created by teachers and children to stimulate young children's independent appreciation and feeling of music. It provides a space for children to express and create through music boldly. In the music activity area, children can independently carry out singing, rhythm and other activities without restriction. The creation of the music area provides children with a space for free musical development, and the activities in the music area include the musical abilities of children at different levels of development. We try to create and implement the music corner to exercise and improve the rhythmic music skills and performance skills of children of different ages, so as to comprehensively improve the children's musical quality and self-confidence in bold performance. Teachers should not neglect practicing children's language skills in music activities. For example, in the singing activity “New Year's Eve”, teachers first show the lyrics and lead children to read aloud and understand the meaning of the lyrics, which not only deepens children's understanding of the song, but also accumulates vocabulary for children's daily life expressions, such as dancing dragon lanterns, stepping on stilts, and welcoming the God of Wealth in the song. This not only deepens children's understanding of the song, but also builds up their vocabulary for everyday expressions, such as the dragon dance, stilt walking and welcoming the God of Fortune.

3.3. Science Zone: Expressions in Exploratory Thinking

The science area provides children with an opportunity to explore, nature and science, helping them to develop observation, experimentation and reasoning skills. Children will explore the phenomena produced by various things and ask questions in science activities. The goal of early childhood science education is to develop scientific concepts, attitudes and thinking skills. In the learning process, children are encouraged and assisted to use their thinking, to make their own investigations and discoveries, to exercise their creativity and to train them to explore problems from different perspectives, to develop curiosity, attentiveness, objectivity and fidelity in their scientific attitudes. For example, what is gravity? What is atmospheric pressure? How is static electricity generated? And so on. Before exploring, children will arouse their curiosity and ask questions based on the phenomena they observe; during the process of exploring, children will utilize their imagination to come up with various methods of exploration and think carefully about the process of exploration; after exploring, children will share their thinking and the process of operation, share their feelings about the exploration, and express their feelings verbally. For example, in the scientific activity of “how static electricity is generated”, the teacher first makes the phenomenon of static electricity to stimulate the children to raise questions through the observed phenomenon, and then the teacher provides rubber balls and plush cloths for the children to cooperate and discuss the operation methods. After the operation is completed, the teacher guides the children to share the process of thinking and doing during the operation, as well as the harvest and sense of achievement after exploring the phenomenon, which not only allows the children to independently complete a scientific investigation experiment, but also improves the children's ability to express themselves and communicate with each other in the process of the activity.

4. Stimulating Children's Language Expression through Illustrated Book Reading

4.1. Igniting Children's Interest in Language Expression

In order to enhance children's interest in language expression, we need to stimulate their ability to observe things, through our guidance to make children interested, love to think, and summarize examples.^[2] Working together to create an excellent book-reading environment and a relaxed, free atmosphere of communication can enhance the efficient reading of picture books, deepen children's reading habits, and improve their language expression abilities. For example, using picture books to design topics of interest can guide children to think proactively and participate in discussions. This approach allows children to express their feelings, desires, and thoughts genuinely. When children are captivated by the illustrations in picture books, we can ask hypothetical questions to guide them in deducing the storyline. This encourages children to observe the pictures, analyze and summarize the information, and seek the best answers.

4.2. Enhancing Children's Language Expression through Listening

To enhance children's language expression ability, we need to guide children to speak the contents of the picture book, not only to let them "want to say", the key is to let them "can say", the language experience accumulated by children through the picture book reading should be strengthened in time so that children can understand and transform into their own language. The language experience accumulated by children through reading picture books should be strengthened in time so that children can understand and transform it into their own language. For example, parents and children read picture books about the New Year together, about firecrackers to do Laha garlic, temple fair, hanging lanterns and other interesting activities that can stimulate children's imagination, so that children can hear their own picture books to repeat to their parents to listen to, but also combined with the actual life of their own children to say how to celebrate New Year's Eve, to stimulate the child's desire for expression, so that the child would like to say that to say can be said.

4.3. Stimulating Creative Potential in Children's Language Expression

Reading should extend beyond the picture book, functioning to help children expand their imagination and express it through language. Using the 'you lead, I follow' strategy emphasizes coherence and logical thinking. The guidance of teachers and parents is crucial. Based on the children's language abilities, tailored guidance should be provided. Children with better-developed language skills and more experience can follow the principle of having a 'beginning and end with coherence' when creating picture books, needing minimal guidance on logic, coherence, and grammar. However, children with less developed language skills might struggle to create a complete story and thus require more support. For young children with weak language ability, it is difficult to create a complete story by themselves, and they need timely and appropriate guidance in the use of words, sentence formation and plot arrangement. For example, the story of a picture book can be adapted, or parents can create short stories based on their own life experiences. During the process of retelling, parents can guide children to stimulate their imagination and collaboratively develop the plot. This encourages children to speak confidently, expressively, and coherently during picture book reading. This practice not only enhances their language skills but also improves their comprehension and logical reasoning abilities while simultaneously cultivating their creative thinking. The children's creative thinking is cultivated at the same time. Especially important is that in this process, children enhance their self-confidence and experience positive emotions through their own expression. We use picture books as a medium and reading as a link, so that children want to speak, can speak and can speak because of reading picture books, and through the expression of language, they can further understand the real society, see the beautiful world and feel the earth full of goodwill.

5. Promoting Children's Language Expression through Home and Family Co-Education

With the continuous development of the times, the cost of education in the family accounted for a larger and larger proportion, but the education of young children can not rely on the teacher alone, family education is a more important part of the children. The family is the first living environment for young children after birth, and parents are the first teachers that young children cannot choose. Family education is the beginning of education for young children, and the implementation of home and family education

is a close combination of kindergarten teachers and parents to form a synergy to promote the overall development and healthy growth of young children.

5.1. Creating a Language Expression Environment through Home Collaboration

The environment is an important influence on young children's language expression, so in the cultivation of young children's language expression ability, we must pay attention to the construction of language expression environment^[3]. In the physical environment, kindergartens or homes can prepare materials that are conducive to the development of young children's language expression ability, such as: the alphabet, literacy cards, picture book stories, object cards, etc., and put these materials in the literacy wall, bookshelves and other environments. "Play is a favorite form of activity for young children, which can create a wonderful real-life scenario for the learning and use of language, and the cultivation and development of language ability, and promote the high-quality improvement of young children's language ability^[4]." Young children can choose their favorite material materials for language activities in games according to their own preferences and wishes, and with this spontaneous language expression activities chosen according to their interests, young children's language expression ability will be improved. In the psychological environment, it mainly includes encouragement and praise from teachers as well as family members, and praise from parents for their children's success, which can strengthen the emotional experience of children's success, satisfy their desire for achievement, and stimulate the desire of children to be successful again through their own efforts, as well as make them feel good about themselves, and then stimulate their interest in experimentation and enthusiasm for exploration. Encouragement and praise are indispensable to a person's success. When a toddler's sense of achievement is satisfied, it will naturally increase the toddler's self-confidence, and if there is no encouragement and praise, the toddler will be spiritually lost. Giving encouragement and praise to the toddler at the right time will give the toddler strength and hope, and will make the toddler more and more self-confident.

5.2. Collaborative Home and Family Language Expression Activities

Listening and expression complement each other, and both are indispensable. Research has shown that individuals who know how to listen, are willing to listen, and excel at listening are more proficient in mastering dialog and communication skills. For young children, listening is essential to perceiving the world around them. It not only helps them engage more harmoniously with teachers but also supports their language learning. Good listening habits are crucial for enhancing communication skills and fostering effective interactions. In the process of learning phonetics, vocabulary and grammar rules, young children first start to perceive from listening, so in daily life, listening is also a crucial part. Parents should pay attention to cultivating children's listening habits when telling them stories, and teach them to pay attention to listening when communicating with others. If they interrupt others when talking to them, parents should intervene in time to teach and correct their listening habits. Secondly, on the basis of learning to listen, children must also learn to "understand". Teachers can organize parents and children to learn materials about language expression together and to learn by listening. When the children do not understand the situation, parents and children learn together, and guide the children to think, so that children can be in the process of listening to the material to accumulate words, phrases, increase their own experience of language expression, lay the foundation for language expression. In the listening activity "Tail Song", for example, when children have questions about the lyrics, parents explain the lyrics of "Monkey's tail is long, rabbit's tail is short, rooster's tail is curved," etc., and the children not only understand the content of the song, deepen their understanding and memory of the song, but also increase their vocabulary related to the expression of the characteristics of animals. Therefore, more attention should be paid to daily life and daily activities, and the cultivation of good listening behavior of young children, so that they can eventually acquire certain listening skills and even develop their language skills.

6. Conclusion

Young children's language development is developed in the interaction between young children and the environment, and the district corner is a kind of favorable environment for young children's language development, which can be provided by teachers. Home and family co-education also needs the guidance of teachers, so the role played by teachers is crucial in the process of young children's language expression development. In the process of developing young children's language, it is necessary to grasp the actuality of each young child, master the law of young children's language learning, cultivate young

children's language habits, and create a good language environment. Then, the language of young children will definitely develop healthily, and the overall quality of young children will be improved comprehensively, laying a solid foundation for the creation of future pillars of the motherland.

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