

Family Difficulties and Educational Strategies in the Development of Children's Language Ability

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Abstract: Early childhood is the most rapid and critical period of language development, and family plays an important role in children's language development. It is found that in family education, parents have the following problems in promoting children's language ability development: Lack of language education concept; Family language education mode is single; The contents of family language education pay too much attention to the edification of humanistic knowledge; The home language education environment is complex; Home cooperation lacks in-depth exchanges and communication. Based on the above analysis, the family influencing factors of children's language ability development are related to parents' educational background, family structure, and the type of home cooperation. Therefore, the corresponding solutions are put forward: parents should improve their awareness of the characteristics of children's language learning; Use a variety of educational methods to stimulate children's desire to speak; Choose rich and comprehensive language education content; Parents and grandparents work together to create a good language environment; Strengthen home cooperation to jointly promote children's language development.

Keywords: Infant Language Ability; Family Dilemma; Tactics.

1. Introduction

Language is an important tool for human beings to express emotions, exchange ideas and learn. Children can use language to better understand things, develop their own thinking, communicate and communicate with others, so as to better integrate into society and receive education. The Guide to Learning and Development for Children aged 3-6 states: "Language is a tool for communication and thinking." Early childhood is an important period for language development, especially oral language development. [1] In the life of children, the family is the earliest language enlightenment environment for children, and also the primary place for children to receive education from birth. In the cultivation of children's language ability, the family plays an irreplaceable role, and the parents' words and deeds have a profound impact on children. Therefore, we should not only pay attention to school education, social education, but also pay attention to family education. However, due to the lack of professional knowledge and the awareness of actively cultivating children's language ability, there are some problems in the language education of children in family education. This paper discusses the problems in the external environment of the family in the development of children's language ability, and puts forward the corresponding educational strategies based on this.

2. Family Difficulties in the Development of Children's Language Ability

2.1. Parents Lack the Concept of Language Education

Parents do not know enough about the importance of family language education and neglect the creation of family language environment. Many parents overlook the importance of language education at home. They believe that

it is the responsibility of kindergarten teachers to cultivate children's language ability, and children interact with other children under the guidance of teachers, so that parents do not need to spend time and energy to teach them after they go home. Therefore, the creation of the family language environment is ignored, which is mainly manifested in the way of speech, the choice of language materials, and the investment of time. They will use non-standard language to communicate in front of children, such as: parents say rude words, curse words, impatience to listen to children, and treat children as "children". Do not pay attention to the choice of early reading materials for children, rarely choose language materials according to the physical and mental development characteristics of children, and do not spend special time to exercise children's language ability, which is not conducive to the development of children's language ability. However, studies have shown that the differences in verbal IQ formed in preschool have a certain stability, and school teaching is difficult to eliminate this difference.[2] Moreover, a child's early language ability affects not only current learning, but also future learning in other subjects. There is a positive correlation between early language education and students' subsequent language ability development. Good early language education lays a good foundation for individual's subsequent language learning and other subjects.[3] It can be seen that preschool families are very important for children's language education.

2.2. Family Language Education is Single

The language education of the child by the parents is non-professional and the teaching method is simple. At home, parents are their children's language educators. Most of them have not received formal training related to preschool children, so they do not have professional knowledge and skills in language education for children, so they cannot carry out more systematic language training for children. Many parents believe that language education is nothing more than letting children learn to speak at an appropriate age. Therefore,

will take the method of parrot, say a sentence, let the child follow a sentence, or ask and answer the method to cultivate the child's language ability. Parents carry out language education mainly through books or electronic devices to tell stories, oral communication and other ways, education methods lack diversification. [4] For other educational methods, such as games and picture books to develop children's language ability, they do not know enough to use them.

2.3. The Content of Family Language Education Pays too Much Attention to the Edification of Humanistic Knowledge

The content of family language education pays too much attention to the edification of humanistic knowledge and neglects the enlightenment of popular science knowledge. Although a small number of parents have realized that the impact of knowledge stories and popular science stories on children's language development has irreplaceable value. However, most parents' choice of early reading content in language education still exists the phenomenon of "emphasizing literature over reason". Most of the books chosen by parents are rich in pictures, situational, story-telling, and easy to understand, and children are interested in. Family language education for children is mainly composed of bedtime stories, early reading and singing children's songs. Some parents will tell their children bedtime stories at night, such as, guess how much I love you, sneezing hat, ugly duckling, bear balloon, pig eating watermelon, etc., the content of these stories is mainly humanistic knowledge. The learning of knowledge and humanities is certainly important for the development of children's language, but popular science knowledge plays an irreplaceable role in enriching children's basic life knowledge, solving children's curiosity, and enhancing children's logical ability of language thinking.

2.4. The Home Language Education Environment is Complex

In the family education, there is another prominent phenomenon is the intergenerational upbringing, in the intergenerational upbringing of the family, the grandparents and parents of the education concept, upbringing is inconsistent, easy to form a complex language environment. On the one hand, excessive indulgence and arrangement make children develop the bad habit of opening their mouths at meals and holding out their hands in clothes. Sometimes, they only need to look at a single glance or move, and the elderly can understand their needs, which deprives them of the opportunity and right to express their ideas. At the same time, it is also unfavorable to their language expression ability. This makes them not only have some maladaptive conditions after entering kindergarten, but also have some aggressive behavior as a means to meet their requirements. On the other hand, the elderly does not understand the development process of children's language and thinking, and in the process of communicating with children, they will overcorrect or make negative comments on children and lack proper educational guidance, which will cause psychological pressure on children and easily lead to stuttering and other phenomena, which is not conducive to the language development of young children. The complex language environment caused by intergenerational education cannot ensure the quality of children's language development, the old people's catchphrases are not easy to be corrected, parents'

dialects and Mandarin can be freely converted, and children's learning methods are mainly imitative. In this subtle and complex situation, children lack the correct pronunciation, intonation and context guidance. It is likely to lead to non-standard language expression, which will have an adverse impact on children's language development.

2.5. Home Cooperation Lacks In-Depth Exchanges and Communication

Early childhood education cannot be undertaken by parents alone, nor can it be undertaken by kindergartens alone. Good early childhood education needs to be completed through close and effective cooperation between families and kindergartens. Although most parents expressed the urgency of home cooperation for children's language education, from the perspective of parents' implementation or the results of home cooperation, families need to be improved in the practice of home cooperation. Studies have shown that 24.9% of parents have not paid attention to whether the goals of language education are consistent between families and kindergartens, which to some extent reflects that the cooperation between families in language education for children needs to be further strengthened. First of all, parents over-rely on kindergarten education for their children's language education. No matter what aspect of a child's education, it should be completed with the cooperation of parents and teachers. But in fact, many parents think that since they send their children to kindergarten, their children's education naturally needs to be borne by teachers. For example, a survey shows that "more than 60% of parents communicate with teachers on average once a month about their children's language education, and some even say that they have no communication." It can be seen that parents attach great importance to children's language education, but they lack attention in specific actions. There are parents even for "raise not to teach, the father's fault; If you don't teach, your teacher is lazy." When the children are at home, they are in charge, and in kindergarten, teachers are in charge. Secondly, the cooperation between the family and the kindergarten is only a formality and lacks in-depth communication. Although the forms of home cooperation carried out by kindergartens are various, there are very few cooperation in the substantive sense in the process of carrying out. For example, the home contact book that the child will bring home every day is almost always a simple record of the child's learning situation in kindergarten on the side of the teacher, which has a contemporaneous and situational nature, and lacks a comparison of the longitudinal development of the child. Parents generally only open it after their children go home, and rarely supplement the development of their children in a certain aspect. Third, in the information age, parents and teachers have fewer opportunities to talk face to face because of busy work. The network platform of home cooperation should have become an important means of in-depth contact between the two sides of home, but parents think that the teacher will inform the teacher of important things, and do not choose to use the network platform to communicate with the teacher during the short rest time after work. Parents use the home cooperation lack of in-depth exchanges and communication.

3. Influencing Factors of Children's Language Ability Development

3.1. Parents' Educational Concepts Affect the Degree of Emphasis on Language Education for Children

The popularization of Internet information has updated parents' educational views, but parents still have shortcomings in using scientific language education views. Although parents have a certain understanding of language education, but the understanding is not comprehensive enough, they always want to let children can communicate with people faster, better understand the text, but ignore the basic characteristics of children's language development and the key period of language education. Do not know how to choose suitable language books for children, will not spend time to exercise children's language ability, the task of cultivating children's language ability is all entrusted to kindergarten teachers, parents should improve their ability to apply scientific language education concepts.

3.2. Parental Education Methods Affect the Development of Children's Language Ability

2-5 years old is the key period of children's language development. However, in real life, parents' language education for children is often limited to storytelling, reading pictures and other ways, and cannot be comprehensively used in a variety of ways. Children's way of thinking is mainly dominated by concrete image thinking, and they need to rely on specific things to acquire language, while parents are insufficient in using a variety of senses to improve children's ability to acquire language. Therefore, parents should strengthen the understanding of children's language and apply it to practice.

3.3. Parents' Educational Background Affects the Quality of Language Education Content for Children

Parents' educational background leads to differences in children's cognitive development, understanding level and expression ability, and parents' educational level will affect children's cultivation methods, communication strategies and emotional states. The higher the education level of parents, the more language resources can be provided to children, and the greater the help to children. [5] In stark contrast, parents who communicate in dialects at home, under their influence, will also habitually use dialects under their influence. However, if in the kindergarten, because of speaking dialects and causing the ridicule of peers, it will seriously damage the self-esteem of children, so that they gradually do not love to communicate, avoid peers and teachers, which is not only conducive to the correction and development of children's language, but also have a negative impact on the socialization of children.

3.4. Family Structure Influences the Formation of a Good Language Environment

The main factors that affect the environment of family language education are the nuclear family and the main family. In the nuclear family, the educational level and educational

idea of parents are basically the same. However, in the language education of children, parents invest less time, the awareness of active communication is not strong, so the child's language ability cannot be fully developed. In the main family, grandparents and parents have the conflict between language and pronunciation, which has a certain adverse impact on the development of children's pronunciation and intonation.

3.5. Passive Home Cooperation Affects the Continuity of Early Childhood Language Education

The development of children's language ability has both the penetration of family language education and the influence of kindergarten language education. Nowadays, people are emphasizing home co-parenting, but in terms of language education, there is little communication. Parents do not understand the policy of language education in kindergartens, and teachers are not clear about parents' language expectations for children. The content of language education learned by children in kindergarten cannot be carried over to the family, and the content of language education learned at home is separated from the kindergarten. Kindergartens should publicize to parents, formulate diversified language education goals according to parents' expectations for children's language development, use the way of home cooperation, so that children's language unification, but also develop their own personality, so that children's language education content extends from kindergarten to family.

4. Discussion on Educational Strategies for the Development of Children's Language Ability

4.1. Improve Their Understanding of the Characteristics of Children's Language Learning

Each school age stage has its own unique learning characteristics, abide by the characteristics of this stage, the learning effect will get twice the result with half the effort. Parents should strengthen their understanding of the characteristics of children's language learning. Childhood is a critical period for children's language development. At this time, children are trying to use language to express their thoughts, at the same time, the language style of the people around them also has a comprehensive impact on the formation and development of their language system, so their language formation will have greater fluctuations. The Guide to Learning and Development for Children aged 3-6 puts forward requirements for the development of children's language ability from two aspects: "listening and expression" and "reading and writing preparation" [1]. Parents can also combine the guide to learn the goals that children need to achieve at each stage to develop children's language ability. For children in small classes, parents should talk to their children more, guide children to know the name of common objects, and let children have the desire to say; Parents should often read children's songs, picture books, etc., to stimulate children's interest in reading. For middle class children, parents should guide their children to tell a complete story of what they see and hear, and respond to others in a timely manner; Encourage children to tell others the stories they have heard or the books they have read, and train children to

write and draw correctly. For children in large classes, teach children to speak in turn in order, not to interrupt others at will, and dare to speak in front of everyone; Can read and talk about the reading content, interested in symbols, can write their own names correctly, know the meaning of words, etc.

4.2. Adopt a Variety of Educational Methods to Stimulate Children's Desire to Speak

Parents can adopt a variety of methods to stimulate children's desire to speak and improve children's language ability. To master a language, we must first master vocabulary, which is the cornerstone of a language. The richer the vocabulary, the more vivid the language will be. Parents can cultivate children's oral expression ability by forming words, making sentences, nursery rhymes, nursery rhymes, etc. for example, after the child learns "dish", parents can say that the word is the "dish" of "green vegetables", and let the child think about other words. After the child forms the word, parents can guide the child to make a sentence. In this way, children can combine word formation with sentence formation. Parents can also choose children's songs, Hakka nursery rhymes to help children practice the language. Short and concise children's songs are catchy, not only to exercise children's language skills, but also to teach them common sense of life. Such as "Sitting in rows", "Telephone", "Labor song" and so on. Hakka nursery rhymes are rich in vocabulary, closely related to real life and Hakka culture, consistent with children's age characteristics, cognitive and physical and mental development laws, and are ideal materials for children's oral training. As in the nursery rhyme "Bufo ro": "Bufo Ro, gobble. No studies, no wife. Wood pigeon. Goo Goo. Don't read, big sweet potato." Parents can let children imitate and appreciate the animal's song, and have a sense of rhythm singing, so that children feel the unique charm of Hakka dialect, so as to cultivate children's interest in language learning. [6] Secondly, play has an important impact on children's language development. The game language is more complete, more detailed, rich in feelings, and strong in expression. For example, a child holds the doll "feed" and says, "Eat! Eat up! Don't put it in your mouth. Chew it and swallow it." After feeding, she put the doll on the small bed, cover the quilt, and learn the look of the mother said: "Good baby, go to bed, don't kick the quilt, catch a cold, ill will give an injection..." The child speaks while doing various play actions, supplementing and enriching his actions with language. This also often happens in the painting process, where words are used to make up for the lack of emotion. Finally, parents can tell stories with their children to stimulate their desire to talk. Montessori once said: "A good story, a good book has a strong infectious and intuitive." Under the influence of literary knowledge and excellent books, children can give full play to their imagination and logical thinking, thereby improving children's ability to express their ideas and represent the world." Therefore, parents can choose appropriate books and picture books according to their children's age characteristics, and stimulate children's desire to speak through parent-child reading and telling the story of picture books.

4.3. Choose Rich and Comprehensive Language Education Content

When parents choose the content of language education, they should take into account the comprehensiveness and balance of the content of family language education. First of

all, when parents choose language education content, they should not only edify their children's humanistic knowledge education, but also ignore the value of scientific knowledge to children's language development. For example, scientific picture books contain more real information about society and nature, which is not only conducive to the development of children's scientific vocabulary, but also helps children to form concise and clear language expression ability when explaining things. Secondly, when parents choose language education content, they should pay attention to the richness of the selection of materials. Nursery rhymes, picture books, nursery rhymes, traditional reading materials, and word cards can all be used as language education materials. Parents can enrich the choice of language materials for children under the guidance of kindergarten teachers.

4.4. Parents and Grandparents Work Together to Create a Good Language Environment

Intergenerational rearing is an unavoidable objective reality. Only when parents and grandparents work together, can intergenerational education promote their strengths and avoid their weaknesses in order to better promote the growth and development of children. Only by combining childcare with education and conducting intergenerational parenting can we ensure high-quality parenting, which can not only reduce the pressure on parents, but also be responsible for the healthy physical and mental development of children. Grandparents should pay attention to scientific parenting concepts and try to accept new ideas and new methods. Children's plasticity is very strong, and the correct guidance and timely intervention of adults can continuously expand the "recent development area" of children, so that their growth has more "possibilities". Therefore, parents and grandparents should cooperate with each other, actively participate in school activities, learn parenting knowledge, read picture books to children, read nursery rhymes, and enrich children's language input; Take children to contact nature, let children contact a variety of social situations; Try to use Mandarin to communicate with children, regulate children's language, teach children polite language; Listen patiently to your child's ideas and respond positively.

4.5. Strengthen Home Cooperation to Jointly Promote Children's Language Development

The smooth development of preschool language education is inseparable from the cooperation of families and kindergartens. In view of the problems between families and kindergartens, home cooperation can be strengthened in the following ways to better promote children's language learning. First of all, kindergartens can provide corresponding guidance to families from a professional point of view. For example, kindergartens can adopt the parent school approach, instructing parents to read with their young children. In the interactive activities at home, fathers can be provided with more opportunities to participate in various ways, so as to improve the participation of fathers in the language education of children and give full play to the unique role of fathers in the language development of children. Secondly, teachers can provide timely feedback for family language education according to the children's performance and interests in the kindergarten, extending the children's unfinished interest in the kindergarten to the family, providing methods for parents at the same time, not only to meet the children's interest in

learning, but also to improve the effect of family language education. Thirdly, the kindergarten should give full play to the role of the home liaison platform. The development of the Internet era has built a good communication platform between kindergartens and parents. In terms of time, kindergartens can keep in touch with parents of multiple children at the same time and obtain the specific situation of children at home; From the perspective of space, kindergartens can help parents solve the difficulties encountered in family education through the sharing of excellent case resources of family language education. Finally, home cooperation, the formation of educational forces. Parents and teachers are important people in the process of children's growth, only between parents and teachers in the case of the same goal, through frequent and timely exchange of experience and cooperation between each other, in order to achieve real home cooperation to form educational forces, have a positive impact on children's development.

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