

The Exploration of Preschoolers' Development of Interpersonal Etiquette Behaviors

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Abstract: The interpersonal etiquette refers to the common behavior norms and moral principles that have been formed in human social interactions, which mainly consist of etiquette, politeness, ceremonies, and appearance. The behavior of interpersonal etiquette as an important content of preschool morality education is not only the concentrated expression of children's interpersonal ability and moral level development, but also the comprehensive representation of the moral and spiritual style of a nation in the future. The development of children's interpersonal etiquette behavior has the characteristics of stage, difference, and gradual progress. In order to promote the development of children's interpersonal etiquette behavior, kindergartens should establish a scientific preschool etiquette curriculum system, provide preschoolers with a prepared environment for etiquette behavior development, parents should establish a correct etiquette education concept and master scientific etiquette education methods, and society should vigorously promote the social atmosphere of respecting etiquette and culture, helping children internalize the behavior norms and social norms, enhancing their cognition of interpersonal rules, cultivating their awareness of civilized interpersonal communication, enhancing their ability of behavior self-discipline, and promoting the development of children's interpersonal etiquette behavior.

Keywords: Interpersonal Etiquette Behavior; Preschool Education; Etiquette Norms.

1. The Classification of Children's Interpersonal Etiquette Behavior

There are both connections and differences between "rites" and "rituals". "Ritual" is the intrinsic nature of individual moral level, which contains the internalization process of individual moral level and social order, and has certain internal recessive; "Ritual" is the external expression of individual moral level, and it is a kind of moral expression and social behavior that externalizes "ritual" into form. Etiquette refers to a code of conduct and moral code formed by individuals in the process of daily communication and social practice. As a kind of moral behavior quality possessed by individuals, it is widely existing. It is also an external expression of the moral level, cultural cultivation and communication level of individuals in social interaction activities, and exerts certain restraint on individual behavior.[1] Etiquette has the functions of respecting, constraining, enlightening and regulating, etc. Its function is mainly realized by individual social interaction activities, and the cultivation of children's etiquette is mainly carried out in daily communication activities.

Children's etiquette behavior refers to the code of conduct that children should abide by for a long time in social daily communication, which is embodied in the unity of internal morality and external behavior. Children's etiquette behavior mainly covers interpersonal etiquette behavior, learning etiquette behavior, appearance etiquette behavior, language etiquette behavior and dining etiquette behavior five aspects.[2] Interpersonal etiquette behavior is an important part of children's etiquette behavior, which is the attitude, character and behavior reflected by children in the communication process.[3] The development of interpersonal etiquette behavior can help children better adapt to the social environment. Its main behaviors include children's willingness to share toys or objects with playmates, children's active compliance with rules in game activities, and children's

active apology when they have conflicts with playmates. As the key cultivation aspect of children's etiquette behavior, the formation of learning etiquette behavior can help children better adapt to the daily learning environment and lay a solid foundation for children's subsequent growth. Its main behaviors include children's learning to organize and care for school supplies, children's reading and writing posture, children's ability to cooperate with teachers and actively raise their hands to speak. Grooming etiquette can reflect children's mental state and civilization, is also the main embodiment of children's self-awareness and social level development, its main behavior is that children can keep their clothes clean, children can actively wipe nose, children can timely wash dirty hands, etc.; Language body etiquette behavior can help children develop good language habits and action norms, its main behavior is that children learn to stand and sit correctly, children can bow politely to the teacher when entering the garden, children are polite and do not say dirty words; As a table culture, dining etiquette can effectively help children master dining etiquette and correct dining posture. Its main behavior is that children can abide by the dining order, children can eat independently and quietly, and children are not picky when eating.

2. The Development Significance of Children's Interpersonal Etiquette Behavior

"3-6 years old children's Learning and Development Guide" clearly states that it is necessary to pay attention to the cultivation of etiquette behavior that can have a positive impact on children's life, and lay a solid foundation for children's future development.[4] First of all, the development of children's interpersonal etiquette behavior can help children establish a good concept of self-cognition and cultivate children's positive self-awareness. Children's

thinking development is self-centered, and their thinking judgment and behavior are easily dominated by personal needs and feelings. At this stage, children's self-concept is not mature and they cannot identify the relationship between themselves and the outside world. Therefore, the cultivation of interpersonal etiquette behavior can help children restrain their own behavior in the communication process and better take into account the attitude and needs of others. Through the perspective of others to reflect on their own social role, to help children in the process of communication to establish a good self-concept and positive personality quality. Secondly, the development of children's interpersonal etiquette behavior can help children regulate their own behavior and reduce the frequency of bad behavior. In the process of shaping children's interpersonal etiquette behaviors, the transmission of "rites" and "rites" is the process of internalizing behavioral norms and moral norms. This internalization process can help children enhance their cognition of social communication rules, cultivate their awareness of civilized communication, enhance their ability of behavioral self-discipline, and help them understand basic social patterns and values. Reduce the probability of children's bad behavior in the future, and then promote the healthy and harmonious development of children's body and mind. Finally, the development of children's interpersonal etiquette behavior can help children improve their ability to learn to survive and learn to live together. As an important part of the five fields of social education, the cultivation of children's interpersonal etiquette behavior examines the development of children's communication behavior from the three dimensions of culture, order and morality, helps children acquire cognition and concepts of social communication, strengthens the behavioral practice of children's interpersonal etiquette, and guides children to proactively solve conflicts and contradictions in communication. Improve young children's ability to survive and live together.

3. THE Developmental Characteristics of Children's Interpersonal Etiquette Behavior

In the sensitive stage of children's social norms (2.5-6 years old), children at this stage are eager to build communication and conversation Bridges with others, so as to obtain positive communication emotional experience. This stage is also a key period for the development of children's interpersonal etiquette behavior, and the development of children's interpersonal etiquette behavior has great plasticity in this stage. First of all, the development of children's interpersonal etiquette behavior has stages.[5] At this stage, children have not yet acquired the concept of etiquette and established the behavior paradigm of etiquette in their minds. In the early stage, the development of etiquette behavior of children will show a transition trend from self-centered to social communication, and in the later stage, children will reflect on the whole communication process and significance. And adjust their subsequent communication behavior in an appropriate way, so this is also a dual stage of children's communication cognition and communication behavior development.[6] Secondly, the development of children's communicative etiquette behavior has individual differences. At this stage, the development of children's interpersonal etiquette behavior is generally similar, but it will show different states due to the influence of different factors such

as environment, heredity and gender. Among them, parents have a more prominent differential influence on the development of children's interpersonal etiquette behavior. The cultural views, etiquette views and moral values conveyed by parents in daily life will affect the formation and development of children's interpersonal etiquette behavior, and the dimensions of social public order, moral norms and cultural adjustment will also have an impact on the formation of children's social values in the future. It causes individual differences in the subsequent development of children's interpersonal etiquette behavior. Finally, the development of children's interpersonal etiquette behavior is progressive. In the final analysis, the generation of children's various behaviors cannot be separated from the maturity and development of children's psychological ability. The generation of children's behaviors is based on their positive self-awareness and certain psychological states. They promote the development of their own behaviors through continuous sublimation of cognitive experience and cognitive ability, and reflect on the whole behavioral process with the help of certain psychological activities to adjust subsequent behaviors. Therefore, with the improvement of children's psychological ability, children's interpersonal etiquette behavior will also develop.

4. THE Development Strategies of Children's Interpersonal Etiquette Behavior

The development process of children's interpersonal etiquette behavior is actually a process in which children continuously internalize external communication norms and interpersonal etiquette, and establish behavioral paradigms related to interpersonal etiquette in their minds. Their behavioral characteristics also show the transition from self-centered to social communication. Therefore, the development of children's interpersonal etiquette behavior is the result of the dual role of external influence and self-construction.

First of all, kindergartens should establish a scientific etiquette curriculum system for children, urging children to "internalize etiquette knowledge in the heart", and at the same time infiltrating etiquette education elements into daily life, prompting children to "externalize etiquette knowledge in form". First, kindergartens should clarify the goals of etiquette education for children, and take the policy documents issued by the Ministry of Education, such as the Guidelines for Kindergarten Education (Trial), Kindergarten Work Regulations, and Guide to the Learning and Development of Children aged 3-6, as guidance, and base the etiquette education curriculum system on ethics, social order, and civilized habits. Second, kindergartens should integrate allusions and stories from traditional culture and historical celebrities into etiquette education courses, which can not only deepen children's understanding of etiquette knowledge, but also significantly enhance children's interest in etiquette learning. Thirdly, kindergartens should establish a resource base of kindergarten etiquette education curriculum programs and systematically integrate various teaching resources and guidelines to support the implementation of preschool etiquette education. Fourth, the implementation of kindergarten etiquette education should focus on process evaluation and result feedback, through regular observation and record of children's etiquette behavior, and timely

feedback of evaluation results to children and parents, forming a virtuous cycle of home co-parenting.

Secondly, kindergartens and families should provide a prepared environment for the development of children's etiquette behavior. Montessori's educational philosophy emphasizes that young children have an absorbing mind, accumulate experience and knowledge through interaction with the environment, and put forward the concept of "prepared environment". Applying it to the cultivation of children's etiquette behavior can be achieved in many ways: first, create a model environment and set up a role playing area. This area provides children with different social scene props, such as small tables, tea sets, small living rooms, etc., and encourages children to simulate etiquette behaviors in daily interactions by playing different roles; At the same time, place polite words in the area, such as "please", "thank you", "sorry", to remind and encourage children to use polite words in communication. Second, provide etiquette teaching aids or situation cards. Teach table manners by preparing etiquette teaching aids such as knives, forks, spoons, plates, etc., teach children how to properly use cutlery, gestures and language at the table and posture during meals; Situational cards are designed to design situational cards for specific social situations, allowing children to choose the cards and practice the corresponding polite behaviors, such as describing how to politely invite friends to play, or how to apologize when accidentally bumping into others. Third, create a multicultural exhibition area, integrate etiquette education elements, show the interpersonal etiquette and cultural customs of various places, and inspire children to explore the global cultural diversity.

Then, parents should set up the correct etiquette education concept, master the scientific family etiquette education knowledge and methods. First, parents should pass on etiquette values such as orderliness, harmony and love to children in daily life, and guide children to learn to respect others, treat people friendly, know how to share and other basic etiquette behaviors; Second, we should give full play to the role of parents, and set a good example for children by means of concept transmission and behavior demonstration.[7] Third, parents should pay attention to establishing good communication and interaction with children, and help them establish correct values and codes of conduct by patiently listening to, understanding and respecting children's opinions and feelings; Fourth, parents should actively participate in the cooperation of the home, regularly participate in the expert lectures on etiquette knowledge held by the kindergarten, establish correct etiquette concepts and master scientific etiquette education methods, and effectively promote the synchronous process of family and kindergarten etiquette education.

Finally, the society should promote the social atmosphere of civilized etiquette and vigorously promote the communication atmosphere of Chongli and Shangwen. First, the society can strengthen the guidance and standardization of civilized etiquette by formulating and promulgating relevant laws and regulations; Secondly, promote civilized and upward social values through media, network and other media, and deepen children's cognitive process of behavior norms and moral norms; Third, advocate a civilized and healthy etiquette culture, vigorously create a good etiquette atmosphere, and build a positive atmosphere of "the whole

people learn etiquette and people do etiquette"; Fourth, advocate the community to create a warm community communication environment for children, and effectively play the educational function of "environment educating people and moistening things silently" [8]. The community can carry out a series of publicity activities about civilized etiquette, hold civilized etiquette painting competitions, make civilized etiquette publicity posters, etc., and infiltrate knowledge about interpersonal etiquette in the activities to create a good community environment for the development of children's interpersonal etiquette behavior. [9]

5. Summary

The interpersonal etiquette behavior in kindergartens, which is an important part of moral education, is not only a concentrated reflection of the development of children's communication skills and moral level, but also a comprehensive manifestation of the future moral and spiritual outlook of a nation. In order to promote the development of children's interpersonal etiquette behavior, kindergartens should establish a scientific children's etiquette curriculum system and create a well-prepared environment for the development of children's etiquette behavior. Parents should form correct concepts of etiquette education and master scientific etiquette education methods. Society should vigorously promote a social atmosphere that values courtesy, assist children in internalizing behavior guidelines and social norms, enhance children's understanding of communication rules, cultivate children's awareness of civilized communication, improve children's self-discipline ability in behavior, and thus facilitate the development of children's interpersonal etiquette behavior.

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