

Problems and Countermeasures in the Cultivation of Pre-School Children's Text Consciousness

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Abstract: Pre-school children's understanding of the function, structure and form of text belongs to the text consciousness, and the development of text consciousness is an important foundation of the pre-reading and pre-literacy stage, and can also provide the basis for the reading ability of pre-school children later. This paper analyzes the problems of value, concept and way existing in the process of cultivating pre-school children's written consciousness among kindergarten teachers and parents, and puts forward corresponding countermeasures.

1. Introduction

Text consciousness includes in the phonological system the form of text (rules for understanding letters, words, and the combination of alphabets, etc.) and the functional knowledge of text (the purpose and intent of letters or words expressed); The understanding of text re-recognition. This paper Chinese word consciousness refers specifically to the Chinese pre-school children's sense of writing in the ideograph system. Simply put, whether Chinese-speaking pre-school children can understand the difference between Chinese strokes, parts and the whole word, recognize that words are fixed symbols that represent spoken language, and have the sense of the rules of the orthotype, the side rules, the rules of the sound side, and so on. The development of text consciousness is embodied in the enhancement of the knowledge of the words of pre-school children and the understanding of the text.

2. The Value of Pre-School Children's Written Consciousness

The Guide to the Development of Children aged 3-6 years refers to the need for pre-school children to achieve "listening carefully and understanding common languages; willing to speak and able to express them clearly; having civilized language habits; enjoying listening to stories and reading books; having preliminary reading and comprehension skills; and having written expressions of desire and preliminary skills". From this we will find that, whether to develop pre-school children's oral or written ability, it is necessary for pre-school children to truly understand the language content, language forms and language use. Liu Baogen believes that because of the development of text consciousness, pre-school children with high reading level will gradually prefer to trust and use text information. That is to say, when the text and pictures exist together, the text consciousness in which the link role, the higher the reading level, the stronger the sense of text, the more pre-school children use of text, it can be seen that the text consciousness is the influence of pre-school children reading and the development of pre-literacy skills deep-seated factors, is the pre-school children to understanding the basis of language, It even helps them receive formal literacy training in primary schools.

Text consciousness is an important part of the development of reading in pre-school children (Lomax and McGee, 1987; Whitehurst, 1998; Weiss, 1988, Evans (2008) used video observation to study the eye movements of 76 children aged 3-6 in reading picture books, and the results showed that the time of observation and re-recognition of words in words by young children, the awareness

of the word method, the ability to accept sexual language, The correlation between the four objectives of visual memory ability was significant. Pre-school children's attention to the text depends on their sense of writing, such as the sense of the character method, the functional consciousness of the text, in order to read the content of the book, pre-school children will find ways to establish a link between the picture and the text, once the connection, read the meaning of the content of the book, they will achieve the desire to read, the reading is interested in the goal. Some scholars have explored the relationship between different types of reading methods and the development of text consciousness, sharing reading or independent reading, as long as pre-school children develop the habit of paying attention to words, or adults deliberately guide pre-school children to pay attention to text, will make their text consciousness developed. Several studies have shown that early childhood writing and written awareness provide a basis for post-reading in children and can predict their development, resulting in differences in children's reading levels after primary school, prior to formal learning of literacy.

In the process of text consciousness and the development of pre-reading ability, in fact, the improvement of pre-literacy ability also has certain significance. Liu Nina carried out 11 kinds of vocabulary judgment tasks against the stimulation of text consciousness in kindergarten, and not only obtained the law of shape consciousness, positive character consciousness and rule consciousness in text consciousness at different ages, but also found the close relationship between pre-school children's written consciousness and literacy ability. Pre-school children go through the process of understanding from the overall shape of the text to the local rules, if pre-school children can constantly observe the development of the same part of the local text structure, that is, the development of the text structure consciousness, will gradually promote the visual awareness of the text parts of pre-school children, which will greatly increase their literacy level.

3. Problems in the Cultivation of Pre-School Children's Written Consciousness

3.1 The Teaching Concept of Kindergarten Teachers is Not Based on the Cultivation of Written Consciousness

At present, although most kindergarten teachers seem to create a “language-wide educational environment”, there are multimedia or various forms of books, from the game activities, one-day life, environmental creation and other links. But only lack of the concept of text consciousness cultivation. It seems that teachers speak the new form of painting color to attract attention, young children are more willing to listen to the content of the story, watching the multimedia presentation of the picture or observe the teacher's expression and other external things, for the text of this slightly complex for them, the thing is rarely active attention. Obviously in order to let children like reading, understanding reading content, first cultivate pre-school children's sense of text is a new angle, so that young children immersed in a rich reading and writing environment on the basis of consciously cultivate children's sense of text, than only to give young children a rich reading environment is obviously more guided.

3.2 Inappropriate Educational Methods for Early Childhood Teachers and Parents to Cultivate Awareness of Text

In real life, kindergarten teachers still do not think in teaching activities, the pre-school children's text awareness development characteristics are not in place, not in the created situation for pre-school children to provide written symbols, but in the large class stage frequently in the activity of the goal of the “recognize” “read” requirements. Parents believe that pre-school children must have literacy skills before primary school, so the pursuit of literacy to send pre-school children to young convergence institutions, which is precisely the adult illusion of the development of pre-school children's written consciousness. Liu Nina divided 145 pre-school children into high, medium and low literacy groups, and found that pre-school children have been exposed to Chinese characters intentionally or unintentionally from birth on the basis of controlling age variables, and that text consciousness has developed to a certain extent. But only when pre-school children's

literacy level exceeds the primary part knowledge, they can find the general rules of text combination, develop the text structure, text function and other consciousness, realize that the text structure is composed of local components, to achieve the result of memory, learn new words, this is the cognitive process of pre-school children to understand the text. That is to say, the different degrees of literacy development are closely related to the different levels of text consciousness, so early childhood teachers and parents must understand the characteristics of the development of pre-school children's written consciousness, and adopt the characteristics of the educational method.

4. Countermeasures for the Cultivation of Written Consciousness in Pre-School Children

The “Text Experience Model” holds that children, with the help of adult informal literacy education, are constantly in natural contact with the text to acquire and develop written awareness. In order to enable pre-school children to better develop their sense of writing, first of all, in the concept, a moderate help for preschool children to contact the text (story books, children's songs, nursery rhymes, daily life text, etc.), rather than read, interpret;

4.1 Change the Concept, Not “in Place of the Arranged”

Evans and Saint-Aubin (2005) Justice et al. (2005) Lai and Chen (2012) Eye Action Experiment situated to find that pre-school children aged 4-5 years old, both domestic and foreign, read different book formats, some with emphasis on text, some with emphasis on text Pictures, some are left text on the right side of the picture, some text in the top or bottom of the picture, pre-school children spend between 2.5% and 6% of the text time. Most informal shared storybook reading activities focus on oral language rather than written language, and preschool children may not pay attention to text until they realize that their parents actually read text rather than pictures. Therefore, we can conclude that pre-school children tend to rely on adults to read stories during their reading with adults, and spend most of their reading time in the picture area of books, rather than in the text printing area, where adults play a key role in the development of written consciousness in shared reading and text in preschool children. If you can guide preschool children to pay attention to text when sharing reading, they will also pay more attention to text later on.

How to induce pre-school children to pay more attention to the field of writing, adults need to change the role of “arranged instead”, can guide pre-school children to read independently, in the reading process to guide them to pay attention to the text, how to pronounce the text, name, participate in their discussion of text. By doing so to increase the contact between pre-school children and text, that is to say, self-reading pre-school children can pay more attention to the text itself, will be in order to understand the story content of the active picture and text, from which to understand the functional consciousness of the text, so, pre-school children in the way of self-reading under the text awareness will be higher. Evans et al. (2008), who studied the effects of shared reading on children aged 3 to 5 years, and found that children could only read 2% of the time if they read only during shared reading .’ Parents and kindergarten teachers should take advantage of this feature to encourage pre-school children to read independently, use their fingers or oral cues to increase the child's attention to the text, and develop young children's awareness of the structure and form of words. In real life, the pre-school teachers have the space for pre-school children to read independently, the early reading activities should have the link of independent reading, reasonable arrangement of independent reading and other teaching links. Parents try to use their fingers to read the text in the process of parent-child reading, helping preschool children to establish a link between oral and written language, causing children's attention and interest in text.

Of course, with the rapid development of information technology, most electronic devices have been able to through technical means, such as pointing, highlighting, bouncing, the focus of pre-school children's attention on the text, if parents can use the correct way of education to deal with the relationship between electronic devices and pre-school children's text consciousness, Versatile equipment is also a new era of choice.

4.2 Change the Way, Do Not “Pull the Seed to Encourage”

With the widespread recognition and in-depth research of pre-school education, it is recognized that pre-school children have shown knowledge and attitudes towards reading, writing, etc. before entering formal primary education. In fact, children from birth to the age of six, in the environment has actually accumulated a large number of oral, written language, before a certain stage of time, pre-school children prefer to use oral language, when the reading ability increases, pre-school children prefer trust and the use of text messages. Wang Xuhong thinks that this time stage may be 4-5 years old, the first development is the sense of text symbols, text form awareness, followed by the awareness of text characterization and functional awareness, and finally the development of pre-school children's text parts combination rules consciousness. The gradual acquisition of written awareness may be the main factor influencing the gradual increase in literacy among pre-school children.

As we all know, the learning of any language and text system can not rely solely on simple imitation and rote memorization, adults can not understand pre-school children by literacy, nor can they be forced to simply, mechanically recognize words and write. Liu Nina found that pre-school children only have primary component knowledge, literacy ability and text awareness development is positively related, but in order to make pre-school children understand the side, head, position and other text consciousness is not obtained through the teaching of a single word, pre-school children should not learn to read through glyphs, single characterised is the most difficult to recognize, through complete and meaningful sentences, It's easier to learn and easier to teach. Therefore, the adult education style should be based on the pre-school children's text awareness development stage characteristics, small class children have been able to distinguish between graffiti and text, pay attention to the overall shape of the text rules, then the adult education method should be to guide small classes of children to pay attention to the shape of Chinese characters is block shape rather than other. Adults from the small class of children closely related to the symbol, logo and text guidance, whether it is the cartoon text on the snack bag or the written in the seamount, all belong to the Chinese characters, are block shape, and strive to achieve “ear-to-ear.”

Then the middle-class pre-school children have been able to understand some simple text, can pay attention to the local composition of Chinese characters, master the knowledge of primary components, such as some monotype, some by two or three parts, understand that no symbol can constitute Chinese characters, the composition of Chinese characters from the space has a certain combination of rules. Focus on guiding pre-school children to distinguish between glyphs, to understand the composition of Chinese characters, such as strokes and other relevant knowledge.

We should pay attention to the large class of children in meaningful, interesting pictures, text, symbol scenarios to learn, through multi-sensory symbols, text feelings, learning and use of the link, looking for the composition of the relationship between the various parts of the text, pay attention to the key words in the picture book, commonly used in the oral language of the body characters, Help preschoolers understand on the basis of understanding monotype characters that some of the conformations are made up of monotype characters, such as game activities that can be distinguished by some words. Through Chinese characters to find friends and other language game activities to help pre-school children understand the combination of parts, understand that most Chinese characters are made of components, and parts in the construction of words have rules to follow, such as “twisted” and “car” can not form the correct text, as well as the location of parts, such as “gas” on the left, “twisted” On the right can not form the correct text, through the change of font in the book, feel the size of the font, the form of the change brought about by the change of the storyline, the function of the character tone change. In order to develop the large class of children's positive character law rule consciousness. In addition, the development of text consciousness is characterized by the general law, some pre-school children may develop fast, some may be slow, so in the cultivation of pre-school children's sense of writing, can not simply be compared according to literacy, not to ask pre-school children to meet a certain standard.

5. Conclusion

Early childhood teachers and parents should pay attention to the important value of pre-school children's written consciousness in pre-reading and pre-literacy, the improvement of reading level depends on the attention of pre-school children to the text, the longer the time they look at the text, the more pre-school children will naturally find the form of the text, functional parts, the structural knowledge of the text, the development of text consciousness, This in turn acts on the reading and literacy processes. However, in real life, the text consciousness is difficult to be noted by early childhood teachers and adults, but the amount of literacy and reading books is easier to measure, which is the wrong measure of the physical and mental development of pre-school children, on the contrary, according to the pre-school children small, middle and large age group presented the characteristics of the development of the text consciousness, abide by the law of development, Educating support strategies suitable for pre-school children of this age group can be developed in order to better help pre-school children successfully through the pre-reading and pre-literacy phases.

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