

Language Education for Preschool Children Based on Bandura's Self-efficacy Theory

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Abstract: Self-efficacy was proposed by American psychologist Bandura in 1977. This paper explores the relationship between self-efficacy theory and children's language development, and proposes strategies to improve children's self-efficacy in an all-round way, such as correcting adults' attitudes towards children's language learning, paying attention to children's individual language learning experience, playing a role of peer model demonstration, setting up the moderate difficulty of language learning task, and exerting children's self-efficacy in language learning in different types of language activities.

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1 The structure and information source of self-efficacy

Self-efficacy was proposed by The American psychologist Bandura in 1977, who defined self-efficacy as "people's belief in their ability to organize and implement the behavioral process required to achieve specific achievement goals" (Bandura,1997)[1]. In other words, self-efficacy is people's expectation, perception, confidence and belief in the abilities needed to achieve a specific goal successfully.

1.1 The structure of self-efficacy

Self-efficacy mainly includes horizontal dimension,

intensity dimension and breadth dimension. The horizontal dimension refers to how easy an individual is to achieve a particular goal. The intensity dimension refers to the degree of confidence in the ability of an individual to accomplish a specific target task. The breadth dimension refers to the strength of an individual's ability in a certain field, which will affect other similar behaviors or the degree of self-efficacy in the area.

1.2 Sources of information on self-efficacy

Bandura and colleagues have done extensive research on the formation of self-efficacy and found that self-efficacy depends on four sources of information:

1.2.1 Hands-on mastery experience

The direct experience about one's own ability acquired by one's own personal operation has the greatest influence on the formation of self-efficacy. Success builds a firm belief in the efficacy of the individual; failure weakens it. For example, when children have successful experience of moving small stools, they will show a positive state if they try this behavior again. And in success after success, improve the sense of self-efficacy, the confidence and active participation of the state will also be transferred to other activities.

1.2.2 Alternative experiences

Alternative experiences refers to the ability of individuals to gain knowledge about their own possibilities by observing the behavior of others. The alternative experiences has a lasting effect on individual self-efficacy, especially gained through observation and learning. In addition, the

more similar the model and the individual were in demographic characteristics such as age, gender, physical characteristics and education, the greater the influence on the observer's self-efficacy was.

1.2.3 Verbal persuasion

Verbal persuasion includes other people's suggestions, persuasive admonition, advice, exhortation, and self-exhortation. Verbal persuasion, which enables individuals to know that they have certain abilities, and other similar social influences, including social evaluation and others' verbal persuasion, will affect the creation of individual self-efficacy beliefs and help individuals reduce mild self-doubt.

1.2.4 Physiological and emotional states

Physiological and emotional condition such as emotion, disease and physiological fatigue also affect the individual's judgment of efficacy and the establishment of efficacy beliefs. High levels of emotional arousal and stress physiology lower the level of expectation of success in stressful or dangerous situations.

2 The relationship between self-efficacy and language development

Self-efficacy is nurtured through experience and, like self-esteem, grows with achievement. Self-efficacy is mainly affected by the following factors:

2.1 Successful experiences

Success will improve the confidence of individual self-efficacy evaluation and thus increase the motivation for continuous success, thus establishing a stable sense of efficacy. For example, after the first year of life, children begin to sprout a sense of self. They have a preliminary understanding of themselves and can distinguish themselves from other things. The baby mentions "baby's little hands" and "baby's hat" in front of the mother. The mother gives encouragement, and the next time the baby sees the hat, the baby can more accurately and positively indicate that it is his hat.

2.2 Set goals and tasks

In the process of educating children, the setting of educator's tasks and goals directly affects the success of children. If the task setting exceeds the scope of children's ability, the possibility of failure

is higher, and children's self-confidence is lower. On the contrary, when the task difficulty is within the range of children, the possibility of success is higher and the sense of self-efficacy is improved. Therefore, educators can set up different language activities. Educators can cultivate children's ability to distinguish different sounds, listen carefully and respond correctly in the language game "Listen to Guess People", and guide children to pronounce correctly and clearly in the "Open a Store" and "Buy Persimmon" conversation activities, "Call", cultivate children's ability to express different words in "Say the opposite" and "Word Solitaire" language games .

2.3 Attributional method

Attribution method is the confirmation of the source of the result. Due to the younger age of the infant group, the cognitive level is low. It is usually carried out by educators and caregivers in their daily interactions with children to guide children to correct attribution, which is helpful to lay a foundation for the attribution ability required by the more complex problem situations in the future. For example, if children can successfully draw chicks according to the language description of adults, their self-efficacy will not be significantly improved due to the "simple lines of chickens". If it is due to "children's outstanding ability to understand sentences", it will enhance their self-confidence and improve their sense of self-efficacy.

2.4 Teacher expectation effect

Children are at a young age and acquire their self-concept mainly from the evaluation of others. The occupational characteristics of teacher education and diagnostic evaluation determine the importance of their evaluation in early childhood. For example, teachers often praise children "you are great, you are a capable child". When children feel teachers' appreciation and expectation, they will be motivated to pay for their own activities and tasks with positive influence, and their task completion will also be improved. On the contrary, when children feel that teachers have no expectations or even give up during their communication with teachers, their enthusiasm and confidence in participating in activities will decline, thus reducing their sense of self-efficacy.

3 How to comprehensively improve children's sense of self-efficacy

3.1 Correct adults' attitude towards children's language learning

Adults' attitude towards children's language learning behavior often affects children's subsequent performance. If children are often encouraged by adults, they will have a positive and active desire to learn. On the other hand, if children are often criticized and criticized by adults, or adults often make demanding Suggestions, such as finding fault with their pronunciation, this will cause children to lose confidence in language learning, and even become silent and reluctant to speak.

3.2 Focus on the individual child's experience of language learning

Teachers should pay attention to individual children's experience of language learning, mobilize children's cognitive, emotional, behavioral and other psychological and physiological factors in language education activities, and help children make a correct evaluation of their own abilities.

In telling activities, in order to improve children's language ability to tell, stimulate children's interest, teachers can choose objects familiar to children as reliances, so that children have something to say, and children can directly use the senses to touch, smell, taste, with the way of experience to tell the characteristics of the object and use.

In conversation activities, grasp the opportunities of conversation in daily life and teaching activities to stimulate children's interest in conversation at any time. In listening to the conversation, small class children have a strong sense of dependence on adults, especially love to listen to the teacher's words, but at the same time, due to age restrictions, often want to say. Therefore, the classroom in addition to guide the children to listen to the teachers and peers, but also can let the children listen to the story tape, especially the knowledge, interesting story and the sound of nature.

In addition, the special type of talk is specific to different personalities and characteristics of the children's individual type of talk. For example, in small class children, "stuttering" is a relatively common phenomenon, teachers should try to reduce children's communication pressure, with a peaceful

attitude in daily life to strengthen the communication with children.

3.3 Give full play to the role model of peer language learning

The greatest influence on children is not teachers, but their own peers. Children can better understand the meaning and use of words in peer communication, and also have opportunities to communicate with others on an equal footing and learn how to communicate with others on an equal footing. Children form impressions of others and of themselves in group life^[2]. A child who likes himself and the children around him will be happy to express himself and speak with confidence. Conversely, if a child feels unwelcome in a group, or if he is unhappy, he is less willing to speak and less interested in what others have to say.

3.4 Set language learning tasks of moderate difficulty

Different levels of self-efficacy in children's language learning make them tend to choose learning tasks of different difficulty, while different levels of self-efficacy in children's language learning affect their persistence and investment in language learning. The language learning tasks set by adults and the language ability of children mainly have the following five manifestations:

3.4.1 If you think you can, you can

This kind of children think they can do the tasks assigned by adults well, and they can do the tasks well in the end. This kind of children's self-evaluation ability is relatively normal. For this kind of children, the process and result of each task will naturally become the reinforcement of their self-evaluation ability, discipline ability and self-efficacy development.

3.4.2 Think you can't, but you can

Such children often think that they cannot complete the tasks assigned by the teacher well, but in fact they are capable of completing them. For this kind of children with the tendency of "self-underestimate", the teacher should first provide opportunities in activities to encourage them to try, and then encourage them to carry out self-assessment on their actual good ability on the basis of completing the task.

3.4.3 Think not, really not

Such children tend to think they can't do and indeed they can't do it at the "normal level". This kind of children can evaluate themselves realistically, but their learning ability needs to be improved. Teachers should first help them clarify where the difficulties are and what kind of help they need. Secondly, teachers should reduce the difficulty of tasks according to their actual abilities, and take effective strategies to guide them to improve themselves step by step and pay attention to their efforts.

3.4.4 Think you can, but don't

Such children often think that they can well complete the tasks assigned by teachers and will show a positive attitude, but in fact they have difficulties in completing the tasks. The reason why this kind of children with the tendency of "self-overestimate" can't complete tasks is mainly because they have a vague understanding of tasks and the standards of completing tasks as well as their actual abilities, and their learning ability development is relatively slow.

3.4.5 I wonder if I can, I really can't

Such children often do not know whether they can complete the task assigned by the teacher, or even do not know there is a task. Teachers should help them

clarify the tasks and the standards for completing them when assigning tasks. In addition, the teacher should complete the task from easy to difficult level, in order to more carefully guide children step by step to complete the task. In this process, it is important for teachers to actively encourage children to try to complete tasks.

When children are not clear about their tasks, their standards for completing tasks, and their actual abilities, their choices are likely to be blindly optimistic. Only by helping them to clarify the task and the criteria for completing the task can their choices be more in line with their actual abilities. Therefore, teachers should lower the criterion of success and give encouragement in time when they achieve less success. Try to discover your child's strengths as much as possible, give them the opportunity to fully demonstrate their abilities, and gradually make them an optimistic learner.

References

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