The Effect of Anxiety on the Language Communication Ability of Preschool Children

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Abstract: Pre-school anxiety is an emotional problem dominated by anxiety and fear, which will have a negative effect on children's language communication ability and hinder their physical and mental health growth. To this end, as the child's raiser and educators need to be aware of the root causes of preschool children's anxiety, grasp the expression characteristics of preschool children's communication emotion, so as to calm the anxiety of preschool children, improve the language anxiety ability of preschool children and promote the happy growth of preschool children.

1. The Formation of Anxiety in Preschool Children

The anxiety of preschool children is the concrete embodiment of the problem of emotional disorders, and anxiety is a negative emotional state characterized by physical symptoms of physiological tension and worries about the future. Among them, preschool children's emotional anxiety mainly includes two types, namely, stranger anxiety and separation anxiety. According to the research, anxiety in the pre-school stage can affect children's social ability, language communication ability, mental health, learning ability and so on. Therefore, this paper mainly analyzes the influence of preschool children's anxiety on their language communication ability, with a view to providing reasonable opinions for preschool children's communication emotion and further improving their language anxiety ability.

(1) Basic types of anxiety among preschool children

During the 7-8-month period, most infants responded cautiously to strangers, also known as stranger anxiety, which typically contrasts with a smile. For example, when a child smiles in the face of a stranger, the child does not respond with the same smile, and may show turning away, whimpering, or even crawling toward his mother, as shown in figure 1. This kind of stranger anxiety is mainly formed after the specific emotional dependence. Foreign experts have confirmed that the alert response of infants to strangers peaked at about 8-10 months, until the following year. For children who have established emotional dependence, if they are separated from their parents or dependent objects, they also have a strong sense of discomfort. For example, for more than 11 months, when children see their mothers put on their coats and pack up their backpacks to go out, they will cry, but for children about 14 months or so, facing their mothers out, they may follow their mothers to the door and generate complaints and pleas. All of these reactions were characterized by separation anxiety among children. According to relevant clinical studies, separation anxiety mainly occurs in the period of 6-8 months, and peaked at 14-18 months, and its mood will show strong and repeated throughout the infant stage [1]. However, for pre-school children and even adolescents, separation anxiety also occurs when they need to be separated from their loved ones for a long time.
(2) Causes of anxiety

Balby, an evolutionary theorist, argues that pre-school children are entitled to be considered "dangerous cues" when they are faced with many situations, and that the "dangers" created by such frequent occurrences are intrinsically linked to the overall history of human evolution, leading to fear and avoidance as a biocoding program. Pre-school children encode fear in certain situations, and if they can identify the familiar object and time in unfamiliar time and objects, then they can separate from the previously familiar in the face of strangers, strange devices, and special situations [2]. The study, which is consistent with an evolutionary perspective, confirms that infants and young children who are separated from or in contact with strangers in unfamiliar situations perform far more fear than they do at home, because in unfamiliar situations, infants and young children identify unfamiliar devices that increase their anxiety about strangers, as shown in figure 2.

2. Adverse Effects of Anxiety Among Preschool Children

In pre-school children are separated from their families, fear of anxiety, pre-school children through the experience of negative emotions, even a small number of pre-school children will combine their own concerns to leave their loved ones risk, which can also lead to accidents, will have a sense of loss of their own, so that preschool children do not want to go to kindergarten, even forced to go to kindergarten, will also show negative emotions such as crying, struggle, severe neurological symptoms such as abdominal pain, nausea, etc., as shown in figure 3. When pre-school children face unfamiliar things or people, especially contact with strangers, there will be excessive tension, irritability and an attempt to escape [3]. This kind of anxiety will make preschool children panic to go to kindergarten, afraid to see teachers and classmates, if the preschool children can barely contact with other students, their preschool children will stand alone in the corner, with extreme social difficulties, poor adaptability to the development of the situation.
3. Ways to Improve Anxiety and Language Communication in Preschool Children

3.1. Building a Relaxed and Harmonious Language Exchange Atmosphere

Language and social activities can not be separated from the social communication point of view, observation of language analysis. Therefore, we should pay attention to the construction of relaxed and harmonious language communication atmosphere, and help preschool children to calm their anxiety, so as to lay a foundation for preschool children's learning and development. To this end, it should be combined with the basic characteristics of preschool children, most preschool children are very fond of being appreciated, praised, recognized, love small things, so that the use of incentives and incentives to let preschool children have a desire to communicate. Children who are able to communicate should be commended, commended and applauded. In early reading, we should combine the age characteristics and cognitive rules of preschool children, and gradually select relevant reading materials for preschool children, so that preschool children can improve their language communication ability through autonomous perception, independent experience, independent exploration, and calm and eliminate anxiety. For example, to organize pre-school children to participate in reading activities, teachers can put new books and interesting pictures in the activity area and book corner, introduce relevant books, picture names or contents to preschool children, ignite the reading interest of preschool children, and lay the foundation for improving the language communication ability of preschool children. In addition, by means of reading and literacy for pre-school children, using the relevant opportunities and conditions, the four seasons change, animal growth law, daily life and other aspects of reading education can be organically integrated, so that preschool children can feel the charm and pleasure of written language, eliminate the anxiety of preschool children, make them unconsciously accept the knowledge of language, and improve the language expression ability of preschool children.

3.2. Language Training with the Help of Life

Parents are the first teachers of preschool children, and the behavior of parents will have a profound impact on preschool children. Parents need to build a harmonious reading interaction with their children to help preschool children overcome reading difficulties while making them feel the pleasure of reading and eliminate anxiety and interest barriers for preschool children. In the beginning, we can change the children's story of interesting calls to make them understand; read a book with the children, explain the contents of the book, and cultivate the children's interest in reading. It is worth noting that the selection of reading books, should be based on preschool children's age characteristics, psychological characteristics, personality characteristics and other aspects, as far as possible to buy books consistent with their various circumstances, in order to play a role in the cultivation of language expression ability. You can also use your free time, such as holidays, to take your children around the bookstore and tell them that there are many types of books for preschool children, reading and reading can make people more intelligent, ignite the desire for knowledge of preschool children, and break the limited impact of anxiety among preschool children. In addition, preschool children can be allowed to watch picturesque books, so as to help preschool children broaden their horizons, cultivate sentiment, actively open their hearts,
eliminate anxiety, and lay a solid foundation for improving their language expression ability. Play activities are also an important form to promote the improvement of preschool children's language ability. Play can create many opportunities for preschool children to communicate and interact in language, so that preschool children can gradually eliminate their anxiety and improve their language communication ability through practical participation, practice consolidation, development and understanding. Play can also provide preschool children with a lot of new things and interpersonal communication experience, for the language of young children to accumulate a lot of material, to overcome anxiety problems. Therefore, the content of language learning into the rules of the game, heard that the game is not easy to set up too long, can be added to the waiting, excessive and other links, so that preschool children can play, overcome their own anxiety problems, and participate in the game, boldly link their own language expression ability.

3.3. Make Sure Familiar Partners are Around

Most children around 6-12 months are less alert to strangers when they sit on their parents' knees. However, children cry when strangers are close to their parents at a distance. It can be seen that in order to strengthen the language communication ability of preschool children, it is necessary to create opportunities for them to contact with strangers, and parents can ensure that preschool children are around their familiar partners in the care, which can reduce the strangeness of preschool children, and then gradually try to separate from their own children, and exercise the acceptance ability of preschool children. It can be seen that a few days before sending preschool children into kindergarten, parents can accompany their children to play together in kindergarten, and with the gradual familiarity and proximity of children and teachers, parents can appropriately reduce the time of companionship, help preschool children overcome anxiety, and exercise the language communication ability of preschool children.

3.4. Expand the Reach of Children

To help preschool children overcome their fear and anxiety in unfamiliar situations, it is possible for preschool children to develop a multi-person education habit from a young age, not to rely solely on a single parent, to reach out to people outside the family as much as possible, to create a good environment for language communication for preschool children, and to cultivate their good habit of greeting strangers.

4. Conclusion

In a word, the anxiety of preschool children as a common phenomenon requires that the parents and teachers of preschool children should pay more attention to the anxiety of preschool children, change the inherent cognitive concept, and help preschool children to overcome the anxiety problem and develop the language communication ability of preschool children by using diversified ways, such as constructing a relaxed and harmonious language communication atmosphere and developing language training guidance through life links, so as to promote the development of language comprehensive ability of preschool children. The content of daily life is rich and colorful, just like a symphony full of fun, only preschool children continue to catch colorful notes, can exercise and improve the language expression ability of preschool children, eliminate anxiety, and lay a solid foundation for the future growth of preschool children.

References
