

Theoretical Explanation, Influencing Factors and Intervention Strategies of Preschool Children's Aggressive Behaviors

Chen Xiaoling

School of Education, China West Normal University, Nanchong, Sichuan, 637002, China

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Abstract: At present, many people in the society do not know enough about the aggressive behavior of preschool children, which will seriously affect the personality and moral development of preschool children, and also lead to the negative psychological development results of their future life. On the basis of explaining the theory of aggressive behavior of preschool children, this paper analyzes its influencing factors from physiological, psychological, family, media and cognitive dimensions, and puts forward corresponding intervention strategies in order to correct the aggressive behavior of preschool children.

1. Introduction

With the full implementation of the two-child policy, the growth of children has become another focus of the whole society. Some children have had aggressive behavior in kindergarten, which has a negative impact on children's physiological and psychological development. Aggressive behavior is a common social behavior, which will seriously hinder the communication between peers, affect their personality and moral development, and even predict the negative psychological development results of their future life to some extent. Early childhood, as the embryonic stage of social communication, has a strong plasticity. Children's aggressive behavior is specifically manifested in kicking, beating, grabbing, biting, robbing, scolding, insulting and other behaviors that intentionally hurt others, which not only become the biggest bottleneck restricting their interpersonal communication, but also the rudiment of aggression and bullying in the future. There is a lot of facts that young children who have been aggressive have trouble getting along with others. Therefore, it is of great practical significance and research value to admit that children have aggressive behaviors, analyze their regulating factors, intervene appropriately and solve problems properly [1].

The aggressive behavior of preschool children refers to the behavior that the children intentionally hurt or hit others through their body (and weapons) or words, resulting in the physical, mental and financial damage to others. In the 1920s, Dorad put forward the frustration-aggression theory, believing that aggressive behavior was seen as a reaction to the frustration of avoiding pain and seeking pleasure. The greater the frustration, the greater the aggression. From the 1930s to the 1970s, Bandura proposed that not only the harm intention but also the individual social judgment should be taken into account for the aggressive behavior, thinking that the aggressive behavior is the result of imitation and learning. In the 1980s, Dodge, an American developmental psychologist, discussed from the perspective of information processing that attacks are caused by attackers' misunderstanding of social information and emphasized the cognitive process of individuals facing social situations [2]. Feishibach pointed out that empathy ability is negatively related to aggressive behavior, that is, individual experience of others' pain can effectively reduce aggressive behavior. As the key period of individual empathy development, early childhood should improve children's empathy ability through empathy training and thematic discussion to solve common social interaction problems of children. With the deepening of research, it is found that the generation of aggressive behavior is not only affected by the development of children's individual thinking, but also closely related to frustration, the contact of bad media information and violent online games, the parenting style of parents in infancy and the increasingly fierce competition for resources caused by the reduction of social resources.

2. Theoretical explanation of aggressive behavior of preschool children [5]

2.1 Instinct theory of aggressive behavior

The first theoretical explanation for aggressive behavior is instinct theory. According to the theory of instinct, attack is human nature, and it is an instinctive response that people are born with. Freud, as a typical representative of the theory of aggressive behavior instinct, believes that human behavior and psychology are determined by the instinctive power in the subconscious. The second theoretical explanation is the view of zoology. It is believed that aggression is a kind of instinct of human and animals. The driving force of aggression comes from the continuous accumulation of energy inside the organism. When it reaches a certain level, it must be released through appropriate struggle, thus triggering aggressive behavior. The third is a biological perspective, in which researchers study aggression on a physiological basis, including hormone levels, genetics and chromosomes. These theoretical explanations basically believe that aggressive behavior is an innate instinct of human beings. The reason why children have aggressive behavior is mainly because it is an instinctive response.

2.2 Acquisition of aggressive behavior

The theory of setback attack is a typical representative of the theory of aggressive behavior acquisition. In 1939, Dorad of the Institute of human relations of Yale University published the book "setback and attack". In this book, he introduced the setback attack theory in detail. Attack is always the result of setback. Setback always leads to some form of attack. There is a general causal relationship between setback and attack. Dorad also mentioned in his book that direct physical and verbal attacks are the most common forms of attacks, but direct attacks are blocked or suppressed, and individuals may also take other forms of attacks, such as spreading gossip. This kind of alternative attack not only occurs in the form of attack, but also in the object of attack.

What's more, social learning theory believes that children's aggression is a learned social behavior. There are two main ways of learning. One is observational learning, that is, children learn by demonstrating or observing the results of others' aggressive behaviors. The other is learning by direct experience, that is, children acquire aggressive behavior patterns by experiencing the results of aggressive behavior. Bandura, a representative of social learning theory, emphasized observational learning as the most important mechanism for children to learn aggressive behaviors.

2.3 Cognitive theory of aggressive behavior

In recent decades, researchers have realized that children's internal cognitive factors play a mediating and regulating role in children's aggressive behaviors. In terms of cognitive theory of aggressive behavior, Dodge's theory of social information processing has a great influence. Dodge believes that young children's responses to setbacks and challenges depend not only on social cues in the situation, but also on their processing and interpretation of such information. Children's aggressive behavior may be related to the following four aspects of cognitive defects: first, showing biased attention and coding to hostile cues; Second, there is attributional bias in the interpretation of other people's behaviour [2]; Third, the search for response and the solution strategy of the problem have defects; Fourth, optimistic expectations of the consequences of aggression.

3. Analysis of influencing factors of aggressive behavior in preschool children

3.1 Physical and psychological factors

Normal children's left and right brain is balanced. Through analysis of relevant data, it is found that the left and right brain of children with aggressive behaviors is not in a balanced state, which is also a scientific explanation from neuropsychology. If a child's parents' nervous system is more excited than normal people, their emotions are unstable and they are prone to emotional excitement, then it is possible that such physiological characteristics will be passed on to the child along with the genes [1].

3.2 Parenting factors

In psychology, we can divide parenting patterns into four types: authoritarian, permissive, laissez-faire and democratic. Related studies have shown that authoritarian and permissive parenting styles are more likely to lead to high levels of aggression in young children. The reason is that authoritarian parents are the most authoritarian and authoritative in the four parenting styles. All the behaviors of children are under their strong pressure and control. Parents will beat and scold their children if they do anything wrong or talk back. There is no democracy. Children are afraid of their parents. Once children under this kind of parenting pattern have the opportunity to control other children in kindergarten, they will treat others in the same authoritarian and aggressive way as their parents, showing strong aggression. Permissive parents try their best to meet their children's various requirements, including unreasonable requirements, to let them go. In the current general background of this kind of intergenerational education, it is more likely to lead to excessive indulgence of children by their parents. Once their own wishes cannot be achieved, these children will immediately make a scene, resulting in aggressive behavior. Therefore, improper parenting patterns, will inevitably lead to the development of children's defects [3].

3.3 Cultural and media factors

The tendency of children's aggressive behavior and antisocial behavior is influenced by their cultural or subcultural environment to some extent. For example, children living in a threatening and scary social and cultural environment are more aggressive, while children living in a harmonious and friendly cultural environment are less aggressive. The influence of culture on children's aggressive behavior is more of a subtle influence. Besides, the influence of the media should not be underestimated. Television violence increases the frequency of aggression by viewers. When children watch TV, they will imitate the behavior of the characters in the TV and be influenced by the characters in the TV. Such as boxing, electronic games and Internet also affects children's aggression, boxing in the attack and provocative language, after the game, and easy to imitate by certain susceptible viewers, a lot of violent video games and violence of the Internet information, will increase hostility and anxiety of children, so as to increase the possibility of its attacks appear [3].

3.4 Cognitive factors

It is a new development to study the cognitive influence of aggressive behaviors in children. In fact, there is also a cognitive process in the process of the occurrence of children's aggressive behaviors. The older they are, the clearer their cognitive process becomes. Dodge's information processing theory well explains the influence of cognitive factors on children's aggressive behavior. Whether a child displays his or her aggressive behavior also depends on the child's view of the offending event. For example, if child A hits child B, does child B strike back at child A in a violent way? Before child B resorts to violence, he should judge whether child A is unintentional or intentional. If child B believes that child A's behavior is unintentional, he will not react aggressively. If child B believes that child A is intentional, he will tend to behave aggressively.

4. Intervention strategies for aggressive behavior in preschool children

4.1 Influence children with good parenting patterns and attitudes

In school education, different educational attitudes can make preschool children form different psychological characteristics. Some teachers think that authoritarian style of education is the best, so in the teaching activities appear to have no facial expression, apathy, and even offensive words, such teaching attitude and teaching methods will lead to emotional tension in preschool children in the teaching activities, and copy aggressive attitude, teachers tend to produce some aggressive behavior in interpersonal communication [4]. However, teachers with a democratic education attitude cultivated more positive and friendly emotions in preschool children. In family education, parents should listen more patiently, increase communication with their children, and know their

children's real thoughts. Democratic parents can better understand the inner world of preschool children, and thus curb the aggressive behaviors of preschool children.

4.2 Help young children overcome aggressive behavior in the right way

Many of the aggressive behaviors of young children occur when they are ostracized. Therefore, in the kindergarten, teachers should be good at exploring children's changes, timely give children encouragement and help, let children feel warm and happy, feel the care and love of others. This can make young children feel praised happiness, will reduce the occurrence of aggressive behavior. In addition, teachers should be good at finding the advantages of children, encourage them to make friends, get along well with others, learn to share and communicate, gradually highlight the advantages of children, play down their shortcomings [5].

4.3 Meet children's psychological needs, and help them release emotions

When children are found to have an aggressive tendency, parents or teachers should guide them to release their emotions correctly and avoid some aggressive ways to express their ideas. Help children to recognize the characteristics and influence of various emotions, as well as the face of the expression of various extreme emotions, teach children how to moderately free their inner feelings. By playing sports, singing and playing games with children, we can distract children's attention. By telling stories, we can communicate with children to understand their inner thoughts and the reasons for their grievance or dissatisfaction. Let the child participate in some venting games, such as punching bags, boxing, etc., to lead the release their negative emotions, and aggressive behavior will not occur in return.

4.4 Strengthen home-school communication and realize home-school synchronous education

Teachers should communicate with parents in a time to help children overcome some aggressive behaviors and develop good habits. Teachers should give feedback on children's performance to parents, and parents should make correct guidance on children's behavior at home according to teachers' feedback, and supervise children to avoid aggressive behavior. Once found aggressive behavior, we should stop them in time, with appropriate methods to guide children to understand that this behavior is wrong. In addition, parents and teachers should also discuss practical ways to help children reduce aggressive behaviour [4]. Teachers and parents work together to educate children, so as to help children get along with others in the right way as early as possible. It can also guide children to control their emotions correctly and communicate and coexist with others in a friendly way. This can fundamentally change the aggressive behavior of young children.

4.5 Face up to the influence of mass media, reasonable choice of film and television works

Modern mass media is a double-edged sword to preschool children. Therefore, when children see some characters with aggressive tendencies in TV programs, parents and teachers should give appropriate explanations and evaluations to these characters in a timely manner, so as to reduce the negative impact of mass media, reduce the impact of aggressive tendencies on children, and reasonably cultivate children's "hero" plots. At the same time, the Internet is full of some violent and bloody content, which is not suitable for preschool children to watch, will bring a lot of negative effects, but also increase the appearance of children's aggressive behavior. Therefore, parents should limit the time that preschool children can use electronic products and choose suitable videos or games for preschool children [5]. Play more psychological and physiological content in line with preschool children. Kindergarten teachers should also be good at choosing films and TV programs, such as those about love, sharing and cooperation, to bring positive impact on preschool children and help them grow up healthily.

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