Self-Identity Development for Young Children in the High Scope Curriculum-Based on a Case Study of J Kindergarten in Shenyang

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Abstract: The age of 3-6 is a critical period for the development of children's self-identity, and failure to establish a good self-identity can lead to psychological, behavioural and personality problems. In this paper, we analyse and evaluate the case of J Kindergarten in Shenyang by observing and visiting the day-to-day life of the children, and then we focus on the children's day-to-day life, actively explaining diversity and differences, providing non-stereotypical materials, various ways of praise, and emotional reassurance based on the eagle frame idea of High Scope Curricul and the core view of "active learning". The study then explores the pathway of cultivating children's self-identity based on the eagle-frame approach of High Scope Curricul and the core idea of "active learning".

1. Introduction

Table 1: Manifestations of low self-identity

	curry favor with	Distortions	Interruptions
Behavioural patterns	The easy apologetic, pleading look, theBegging for pity, dependence, over-pleasure Overly active people pleaser	Accusations, rants, heckling, theangry looks, intimidation. criticism, dictatorship	hyper- and hypermobility. appearing to be unresponsive and unsettled. Seeking the attention of others
Language Patterns	This is all my fault, no I would be worthless without you, Inot worth it, what do you like. Nothing, nothing	"I'm not wrong at all, this It's all your fault, what the hell are youWhat are you doing?"	I'm not at all at fault, it's all your fault, what the hell are you doing

Every child has a special identity, and as they grow older, they gradually desire to be recognised and accepted by society and the group. Only when their identity is valued will their sense of subjectivity develop, and when they are ignored or not valued, young children will develop a negative self-identity such as frustration and denial of their self-worth. Through observation visits to J Kindergarten in Shenyang, the author found that the issue of young children's self-identity plays

an important role in social interactions, emotions and learning during childhood, and finally statistics found that young children's low and high self-identity were mainly manifested in the following components, as shown in Table 1.

Young children with low self-identity manifest themselves mainly by ignoring their own feelings, giving all their toys to others and praying for their approval, as shown in Table 2.

Table 2: Manifestations of high self-identity

Behaviour	Energetic, creative, vital', confident, competent, accepting, loving, balanced
Language performance	with feelings, thinking, expectations, wishes and dislikes, honesty, openness and sharing, listening to others, respect for oneself, others and situations
with the environment Relationships	Understanding - adapting - adjusting

2. Concept Definition

2.1 Self-Identification

According to Giddens, "Self-identity is the self that an individual understands reflectively based on personal experience." [1]Failure to develop a good self-identity can lead to psychological, behavioural and personality problems. Self-identity, also known as self-integration or self-identity, encompasses the sum of self-orientation and self-awareness. [2]Young children's self-identity refers to how they perceive themselves and how they feel about themselves, and involves questions of who I am, such as whether I am a girl or a boy, Chinese or foreign, yellow or dark-skinned, etc. Young children's self-identity is crucial to the development of their social and self-concept and is made up of identity, value and reality.

2.2 High Scope Curriculum

High Scope Curricul[3] is an open structured curriculum created by David Wickhardt in the USA in 1970. It is an early education programme that focuses on active learning, key experiences as curriculum content and a plan-work-review sequence of play activities. Based on High Scope Curricul's concept of 'active learning', teachers can help children discover who they are and accept the diversity of other children, laying the foundation for positive self-identity. At the same time, teachers can help children to develop a positive self-identity by referring to the 'plan-review-reflect' hawk framework of the High Scope Curriculum. The following is a brief diagram of the High Scope Curriculum, as shown in Figure 1.
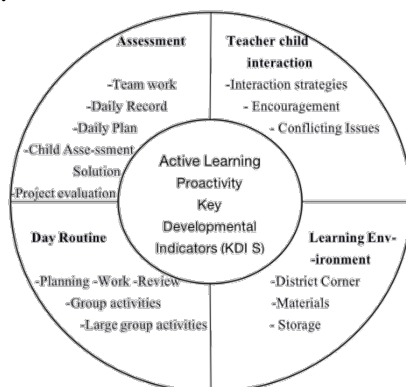

Figure 1: Summary diagram of the High Scope Curriculum

3. An Exploration of the Value of Developing Self-Identity in Young Children

3.1 Facilitates the Reconstruction of Self-Concept by Young Children

Piaget points out that young children in the sensorimotor and preoperational stages are often self-centred and need to perceive concrete and tangible images in order to have a certain level of awareness and understanding of their surroundings. Through the development of self-identity, children become aware of their own characteristics, such as gender, culture, country, language, hometown, social class, family structure, physical abilities, etc., and then their self-identity emerges. When self-identity emerges, children reconstruct their self-concept in their own cognitive system, completing a series of operations of assimilation and conformity, and thus refining their multifaceted understanding of themselves.[4]

3.2 Facilitate Children's Awareness of the Diversity around Them

Young children's concrete imaginative thinking often leads to 'funny' conclusions such as 'a boy with curly hair is a girl', 'only when he grows up can he wear high heels', 'a boy in a dress is a girl', etc. Sometimes they do not see both sides of the coin. "Sometimes they are not able to see both sides of the coin and often have solid, one-dimensional stereotypes. The example given in the TZG programme is about bringing both normal children and children with disabilities into a classroom with multiple inclusion and finding that, through the most intuitive experience, both groups can recognise the similarities and differences between them. The core of this cognitive acceptance of similarities and differences is that all children develop a sense of self-identity and learn to appreciate the diversity of the world around them, and that when they are embedded in this context, they learn about their own commonalities and differences with others, they come to understand that 'this is what makes me who I am', and at the same time recognise the complex diversity of the group. They learn to recognise the complex diversity within the group.

3.3 Contribute to the Social and Emotional Development of Young Children

After completing their self-identity in life or in play, children know the diversity of who they are and who others are, and through this clear understanding of these aspects, they are more aware of their 'role' and position in society when they engage in activities with the group again, and know how to intervene and participate. They are also better able to recognise the characteristics and positioning of others, to help them accordingly, and to fulfil the values of the children's self-identity.

4. Pathways for the Development of Young Children's Self-Identity under the High Scope Curricul

4.1 Focus on young children in their day-to-day life

Firstly, children's self-identity comes in part from the attention they receive from others, so the day is the best time for us to develop their self-identity. Teachers should not use this time to clean or talk to other adults, but to pay attention to the children, not simply with their eyes, but by listening to them and considering the true meaning behind each of their actions. The attention you give them will create a sense of value, a sense that you are interested in what they are doing and that it is something they consider important, which will lead to a positive sense of self-identification. Secondly, on the basis of respect, children should learn to communicate with each other in a gentle

and calm tone of voice, not shouting and reprimanding, and not belittling and humiliating children, which can lead to thoughts of being bad and annoying, after which they may develop a negative sense of self-identity at, which is not conducive to the development of self-identity. [5]Finally, if you notice any problems in a child's life or behaviour, express your views directly with the child, rather than choosing to talk about the child's problems with a third person in the room in front of the child on.

Practical example 1:

At the end of the day, Kaka's mother came to pick up Kaka and asked her teacher about Kaka's performance today and what she had done during the day. Can you tell us about it, Kaka?" Kaka then eagerly explained to his mother and Ms Li how he had built it using blocks and fabric.

Case study:

Table 3: A diagram of the eagle's frame of mind for developing self-identity in young children who desire attention and expression

Young children may	To support young children at their current level. Adults can	In order to provide appropriate extensions, the Adults can
Desire for attention	Doing a good job of observing the day Monitoring and recording	Actively seek out and talk to children about their interests
Desire for self-expression	Creating opportunities for young children to express themselves	Complimenting and guiding children after self-expression

Case evaluation:

As shown in Table 3. In this practical case, the teacher did not tell the parents all the details of the child's day, nor did she know all of them, but used a guided dialogue to let the child speak for himself. This means that the teacher is very attentive and that the child knows that he or she has a voice and is respected. The child also feels that the teacher values and cares for him or her and that he or she is interested in what he or she is doing and that what he or she is doing is meaningful, which leads to positive self-identification.

4.2 Active explanation of diversity and difference to young children

The early years are a critical period when curiosity is at its strongest. They are curious about all the people and new things around them and are very open to asking questions about various aspects of diversity and difference between things. Teachers should use simple language to answer children directly and explain their intrinsic attributes, including the following: First, when children ask questions about colour, race, gender, religious beliefs and family structure, please use neutral terms to describe them. Secondly, during transitions in the day or outdoor activities, try to group children using common characteristics (e.g. each child with a ponytail is invited to leave for an outside activity). Thirdly, educate children through self-awareness picture books. Research has shown that good picture book work promotes self-identification with roles, observing and discussing each person's characteristics and developing commonalities and differences separately. Fourthly, encourage children to talk about the characteristics of people in their family, either in terms of behaviour or appearance, but be careful that the teacher's tone is not judgmental but quotable; it is educational for children to talk about differences in appearance and behaviour in this context.

Practical example 2:

During the outdoor activity, Ms Liu said to Jing Jing and Yue Yue, "You both have yellow hair clips", but did you notice any difference between your hair clips? Jing Jing said, "My barrette is for a kitten and Yue Yue's barrette is for an elephant." Yue Yue said, "Jing Jing's hairpin is bigger and mine is smaller than hers and I like yellow." Ms Liu continued, "Look! Although there are many

small differences in the hair clips, you both have black, straight hair." The three of them looked at each other and smiled.

Case study:

Table 4: Young children identifying different self-identity development eagle frame ideas

Young children may	To support young children at their current level. Adults can	In order to provide appropriate extensions, the Adults can
Can identify themselves from other	Recognise that young children notice the difference	Enable children to evaluate the differences they find
What makes people different		Recognise and understand the differences between others'
Say what you like	Guide children to say why they like it	preferences and their own

Case evaluation:

As shown in Table 4. In this case Ms Liu observed the commonalities and differences between the two children and used the hairpin as an entry point for the children to explore the differences between themselves and others. Not only did she encourage the children to express themselves, but the teacher also used common characteristics to help them understand themselves, thus achieving the establishment of their self-identity.

4.3 Provision of Non-Stereotyped Materials to Young Children

Non-stereotypical material refers to picture books where the content presented conflicts with the usual perceptions of young children. Firstly, in sharing picture books for reading, one should try to choose picture books that are rich in characters with different occupations and personalities, who are themselves positive, who make a variety of friends and maintain positive relationships through a variety of pro-social behaviours. Secondly, provide non-stereotypical materials to create some cognitive impact for young children, such as men and women scientists doing housework and male nurses, as well as toys, literature and role-play representing different groups.

Practical example 3:

In the corner activity, Ann (male) and Gayla (female) were playing a game of doll's house. Both Ann and Gayla wanted to be cooks, and then Ann said loudly to Gayla, "There are no girls for cooks", and then the two of them argued girls?" The teacher then found a female chef's costume and gave it to Gayla so that each child could experience the role of a chef and tell them that chefs are gender neutral.

Case study:

Table 5: Ideas for developing eagle frames of self-identity for young children's roles

Young children may	To support young children at their current level. Adults can	In order to provide appropriate extensions, the Adults can
On role identity presence Stereotypes	Discuss the multiple career types of the characters	Give appropriate real-life examples to stimulate children's thinking
Preference for a preference	Acknowledge the child's preference and ask why	Evaluate children's preferences and provide a variety of models to encourage experimentation

Case evaluation:

As shown in Table 5. In this case, Ms. Lee provided a non-stereotypical role-play for Ann that

not only practised the active learning principles of the TZC curriculum, but also allowed the children to recognise the diversity of individuals.

4.4 Use of Multiple forms of Praise

As children are sensitive and sometimes lacking in self-confidence in the process of building their self-identity, teachers should be adept at using a variety of praise to help children build a positive self-identity.

4.4.1 Public Praise

Every child is eager for attention and the evaluation of others is part of the construction of the self-concept. If his good qualities and good deeds are known, he will be more confident and will behave better. When the teacher praises the child in front of all the children or parents, the child builds up a strong sense of achievement and maintains this image of being a 'good boy' once he has identified himself internally.

4.4.2 Differentiated Praise Based on Individual Differences

Each child has a different temperament type and there should not be a 'one size fits all' approach to praise, for example, introverts and extroverts should be praised differently. encourage the child's self-esteem and enable the child to positively understand him/herself and establish his/her self-identity through self-seeking. For extroverted and active children, teachers should adopt a strategy of modeling and moderate praise, avoiding excessive praise that can lead to complacency and conceit, which is not conducive to building a positive self-identity.

4.4.3 "Fancy" Praise

Fancy praise includes: verbal praise, behavioural praise, physical praise, 'rights' praise, token praise, etc. For the first verbal praise, teachers can offer praise to children according to different scenarios, for example: "You did a great job in sports!" . Secondly, behavioural praise, such as "hugs, pats on the head, thumbs up, eyes, smiles". Thirdly, physical praise, such as toys, treats, stationery and other physical rewards for the child. The fourth "right" praise, for example, the teacher can give the child the right of first choice in corner activities or games, etc. Fifthly, tokens of praise, such as 'little red flowers, badges, awards, medals, letters of praise etc.'. The use of fancy forms of praise allows children to increase their self-confidence in a variety of ways and to meet their need for recognition.

4.4.4 Specific Praise

Teachers' "one-size-fits-all" praise sometimes doesn't do much good. Praise should not be superficial or too broad, such as "You're great, you've done a great job, you're so smart", but more specific. The teacher should find out what the children are doing well and what they should learn from, e.g. "You are a master at drawing, you match colours really well", "Your fine motor development is really good, you can finish such complex Lego blocks". Specific praise is targeted and points to a specific behaviour, which also makes children aware of specific strengths and subsequently reinforces this behaviour, which helps children to understand themselves from a holistic perspective and to identify with themselves in many ways.

4.5 Emotional Reassurance and Relief

If a child is often not accepted by his peer group, he is likely to develop a negative self-identity, be very unsure of himself, and be confused and helpless about his self-identity. The teacher should try to understand the child and pay attention to the child's emotions, ask the child for more details about the child's disapproval from his peers, then reassure the child and explore his ideas, help him to analyse the reasons for his disapproval from his peer group, make some suggestions and finally try to let him discover and solve the problems himself.

Practical example 4:

On this day, when Ms Li was preparing the children for outdoor activities, Tao tao looked around in the queue and then suddenly dashed out, bumping into Wen who was just about to come out of the classroom, but Tao tao did not care about Wen and continued to dash towards the teacher.

Although Taotao tried his best to please the other children and gave them their snacks, he was always on his own when he was outdoors and when he saw this, Miss Li asked Taotao why. Mr. Li took him into his arms, rubbed his head and said, "How could that be?" and asked, "Do you know why everyone thinks it's your fault?" Tao tao said that he had knocked Wen Wen down and the teacher said yes, because people didn't understand your good intentions and you didn't tell them why you came into the classroom, you can tell the teacher first in future and she will give you time to sort it out so you don't have to rush into others. And you have a lot of sparkle in you, you help everyone to tidy up their things, how helpful you are, you are still popular with the children.

Case study:

Table 6: Hawk-frame ideas for young children's self-identity conflict resolution

Young children may	To support young children at their current level. Adults can	In order to provide appropriate extensions, the Adults can
Over-appeasing other children	Show understanding and ask for reasons to please	Analyse the psychology of ingratiation and help children to integrate into the group using a variety of methods in a timely manner
Conflicts about one's identity	Reassure promptly, recall the incident and point out Questions	Simulation of how to handle a similar situation next time

Case evaluation:

As shown in Table 6. The teacher patiently guided Taotao and helped him to analyse the reasons why his peers did not approve of him, and also let Taotao take the initiative to think for himself. In response to Taotao's negative self-identity, the teacher also calmed him down and pointed out his own strengths, so that Taotao could accept himself and improve his self-esteem and self-confidence.

5. Conclusions

Self-identity is an issue that children often encounter during their childhood. From experiencing confusion, confusion and curiosity to reconstructing the self, truly knowing oneself and then establishing self-identity, this process of construction is conducive to children's understanding of self, acceptance of self, perfection of self and the development of self-adjustment in the face of adversity. Teachers should pay attention to the confusion of children's self-identity and realise the integration of their identity, value identity and reality identity, so that they can do a good job of constructing a positive integration of self-identity and social identity.

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