

Research on the cultivation of children's reading ability and habits based on bedtime stories

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Abstract: bedtime story is one of the important ways to cultivate children's good reading ability and habits, and it is also one of the key factors to cultivate their physical and mental development. In this process, bedtime stories can help children form correct cognition and promote their good social development. Therefore, this study conducted literature research and field survey through the methods of literature and observation to explore the significance of bedtime stories to cultivate children's reading ability and habits, and to find effective strategies to cultivate children's reading ability and habits, so as to promote children to develop the habit of lifelong reading and lay a solid foundation for nationwide reading.

Key words: bedtime story; Pre school children; Reading ability and habits

1. Research background

1.1 The significance of reading to human growth

The ancients said: there is a golden house in the book, and there is a beautiful face in the book. According to Mencius *tengwengong* Shang, "it is close to animals to eat enough and warm clothes without teaching". In Shuo yuan, Liu Xiang mentioned that "books are like medicine, and those who are good at reading can cure fools". In addition, UNESCO has set up world reading day, "I hope that people all over the world can love reading, read for life and enjoy the fun of reading no matter where they are, when they are born, men, women, young and old, rich or poor, health or disease.". This shows that reading has a great impact on people's growth. Reading is a need of the soul, a way to enrich life and guide the soul forward. Reading can teach us to know the world, know ourselves, help improve ourselves and transform the world. It is an essential spiritual food in human life.

1.2 Preschool stage is the key period for children's reading ability and habit development

Reading is one of the important ways to improve the comprehensive quality of the whole people, and China has always attached great importance to national reading. The opinions on promoting nationwide reading work (hereinafter referred to as the opinions) issued by the Central Propaganda Department pointed out that "reading is an important way to acquire knowledge and increase wisdom, and an important way to inherit civilization and improve national quality.". Especially in the stage of preschool education, the whole society pays more attention to cultivating good reading awareness and habits from childhood. In 2001, China formally proposed in the guidelines for Kindergarten Education (Trial): "cultivate children's interest in simple signs and written symbols common in life, guide children's interest in book reading and writing by using books, paintings and other ways, and cultivate pre reading and pre writing skills." therefore, it is necessary to cultivate children's reading ability and reading habits, Promote the development of children's language ability, learning ability and good personality in the future.

1.3 Current situation of family bedtime story activities

Through the research on the current situation of carrying out family bedtime story activities, it is found that compared with the past, some parents pay more attention to children's bedtime story activities, and parents make the forms of activities more diversified by using smart products for fun games. However, there are still some problems in the process of development. For example, although some parents have the awareness of carrying out bedtime story activities, the effectiveness of the activities is low; Some parents do not really realize the importance of bedtime story activities for children's development, and there are some phenomena in the development process, such as evolution, superficiality, and even non development. In order to solve the problems existing in the current situation, the research topic of this study is to have a deeper understanding of the current situation and problems of the development of family bedtime stories, in order to help parents better carry out such activities, improve the quality of family education, and provide scientific guidance for the cultivation of children's reading ability and habits.

2. The effect of bedtime story reading on children's development

2.1 Conducive to the development of children's reading ability and habits

Reading refers to the activity process of children's understanding of books by means of changing colors, images, words or adults' reading and speaking. Children aged 3-6 are in a critical period of the formation and development of reading ability. As the main environment for children to read bedtime stories, families and kindergartens have a profound impact on the development of children's reading ability and habits. Parents can effectively use their children's bedtime to carry out parent-child reading activities, guide children's reading with scientific ideas and effective ways, stimulate children's reading desire, cultivate children's habit of reading, promote the development of children's thinking, understanding and language, and further promote the development of their reading ability and habits.

2.2 Conducive to the establishment of children's good personality

The shaping of children's good personality is one of the topics of common concern in the field of early childhood education. Personality is the integration of ability, temperament, personality, motivation, ideals and values. It is a self with dynamic consistency and continuity, and a unique psychosomatic organization formed in the process of socialization. It is necessary to <https://www.juguize.com/codes/342572.html> Parents and children carry out bedtime story activities, which can promote the development of children's listening and expression, reading and writing preparation. Through reading the story content, children can understand the meaning of the story, understand the truth contained in the story, and get the correct values and spiritual edification from the story, so as to promote the healthy growth of children's temperament, character, ideals and values. At the same time, it can also promote the shaping of children's good personality, such as honesty, politeness, initiative, self-esteem and self-confidence, and willingness to help others.

2.3 Conducive to the development of children's good sociality

In his "Picture Story Book and the Development of Preschool Children", the scholar Kang Changyun pointed out that picture book reading can bring children a positive and happy emotional experience and entertain their body and mind. Whenever children read, they will empathize with the protagonist in the story, and the mood fluctuates with the protagonist's joys and sorrows, which is very valuable for enriching children's emotional world and developing children's social emotions. At the same time, in the story, children can also learn the methods of dealing with contradictions and communicating between the protagonists, so as to draw positive social communication experience, which can be used for peer communication and teacher-student communication in life, and form good social communication ability. Therefore, pre sleep reading activities can promote children to establish good peer communication, reduce children's aggressive behavior, and develop Pro social behaviors such as humility, sharing and cooperation.

3. Problems and causes of family bedtime stories

3.1 Problems in developing bedtime stories in families

1. Lack of effectiveness in developing family bedtime stories

In ineffective reading, adults often have the following situations: when reading with children before bed, they simply repeat the contents of the book without adding actions or modal particles to help children imagine and understand; Adults regard this activity as a task, which may show a state of coping with problems; The books chosen by adults are not suitable for children to read. The emergence of these behaviors may make children feel that bedtime story activities are boring and boring, which will lead to the reduction of children's interest and participation in bedtime reading.

Different from ineffective reading, in effective reading, parents can help children progress through the effective development of bedtime story activities. In the process of developing bedtime stories, parents can guide children not to be bound by reading materials, feel the emotions and implications of the story, and daydream about the world beyond words and pictures; It can encourage children to express themselves in language and non-language with personality, so that they can be in a relaxed and pleasant state and prepare for sleep. Therefore, correct and effective reading is the key to the development of children's autonomous learning ability.

2. The content selection of bedtime stories in children's families is relatively simple

However, the study found that parents' poor ability to choose reading materials is still a prominent problem in children's bedtime story activities. When choosing reading materials, most parents will first consider the popular or highly recommended books, without exploring whether the selected reading materials do not meet the children's age characteristics, whether they are interesting or whether the theme fables are profound. The study also found that the types of reading materials selected by families were relatively single, mainly picture books. In addition, in the communication with parents, it was also found that parents did not know much about the picture books they chose before buying, but bought them with popular picture books or online recommendations. It can also be found from various data search surveys that the bedtime stories chosen by these families are popular and classic picture book stories in the current society, but fairy tales and children's literature rarely appear.

Gender differences in family bedtime stories

There are gender differences between parents and children in the development of family bedtime stories. In the process of talking with children's parents, it is found that most fathers prefer to be brave and fearless in the selection of reading style when reading bedtime stories with children, and the voice, intonation and look of reading are relatively flat. When reading bedtime stories with children, mothers prefer warmth, protection and love for the style of reading materials, and the pronunciation and intonation of reading aloud are more emotional, and the movements are richer. In the face of children of different genders, parents also choose different bedtime stories. Most parents prefer to choose Princess type stories when reading bedtime stories with their daughters, and prefer warrior type stories when reading bedtime stories with their sons. In addition, children themselves also show gender differences when choosing reading materials. Most boys generally have a more masculine or neutral style in the selection of reading materials, such as warriors, while girls prefer to choose a female style, such as princesses.

3.2 Analysis of factors affecting the development of family bedtime stories

1. Parents' lack of awareness and professionalism of bedtime stories

At present, with the rapid development of society, people's need for a better life is growing day by day. Parents are always busy and tired in order to improve the quality of life and social status, and often ignore the education and needs of children. The family is the child's

first “classroom”, and parents are the child’s first teachers, whose words and deeds have the greatest impact on children. Parents love reading, and children will also be influenced by the aroma of books, and love reading from childhood; Parents do not love reading, children are not affected by the subtle influence in the family, and it is difficult to have the consciousness of loving reading; In addition, parents with relatively low education level are lack of scientific parenting concept, so they can not correctly understand the importance of reading for children’s development, and ignore the cultivation of children’s reading ability and habits; In order to cultivate children’s good reading habits, parents need to pay more attention to bedtime stories and play an exemplary role in their own behavior.

2. Lack of participation in bedtime story activities

Some families also carry out bedtime stories, but most of them often show the habitual behavior of their parents. For example, under the current social background, generally speaking, it is more agreed that men are in charge of both outside and inside, and some fathers think that they only need to undertake external affairs, leaving the children to the care of their mothers. The development of bedtime stories should also be the task of mothers; Or some mothers are busy with household chores and taking care of the family, and are physically and mentally exhausted after the busy work, so it is difficult for them to have the mind to carry out bedtime story telling activities for their children. They believe that fathers should carry out bedtime story telling activities without too many tasks and pressures after work. These situations are prone to only one party participating in children’s bedtime activities.

3. Influence of bedtime story environment creation

As a hidden curriculum to promote children’s development in all aspects, environment plays a subtle role in children’s growth and progress. Bedtime story reading can promote the development of children’s language expression ability, imagination, concentration and other aspects. A good environment is needed as the basis for the effective implementation of bedtime story activities. A good reading environment includes “quiet degree, lighting, atmosphere, books, etc.” therefore, to carry out bedtime story activities with children, we need a quiet atmosphere, warm lighting and appropriate books. However, from the research, it is found that many families can not create a good bedtime story reading environment for children. The reasons are as follows: at present, with the rapid development of social science and technology, scientific and technological products have become the “trend”, and mobile phones bear the brunt. As a result, many parents and even children have been used to “holding mobile phones to sleep”, using mobile phones as “bedtime reading materials”, while ignoring the important role of bedtime stories for children’s development.

4. Strategies for developing children’s reading ability and habits by developing bedtime stories

4.1 Strengthen parents' reading awareness and ability before bed

Kindergartens can popularize the importance of pre bedtime reading for parents, strengthen parents’ awareness of pre bedtime reading, provide professional parent-child reading guidance, and improve parents’ reading guidance level for children through parents’ open days, parents’ schools, wechat public accounts and other channels of home contact. In addition, parents can also learn the concepts and methods of guiding children’s reading by reading relevant books or educational public account articles by themselves. For example, according to the content and plot of the story, supplemented by actions and vivid reading, children’s reading interest and emotional changes can be stimulated; Suspense can be set at the turning point of the plot to guide children to guess the story and encourage children to express their ideas boldly; After the story, discuss the content of the story with children, guide children to think about the connotation of the story, and promote the development of children’s reading ability, thinking ability, expression ability and other aspects.

4.2 Creating a good reading environment before going to bed

Good reading environment in kindergarten and warm reading atmosphere in family can stimulate children’s interest in reading. Therefore, kindergartens should create warm and comfortable reading corners, good lighting atmosphere, etc., to provide high-quality book resources for children, and its content should conform to the characteristics of children’s physical and mental development, so as to prepare for children’s future life. In addition, when carrying out bedtime story activities, teachers and parents should consciously cultivate children’s ability to actively share their favorite books and discuss bedtime story content. At the same time, teachers and parents should also set an example, set an example for children through their good reading habits in the bedtime story link, and use reading activities to imperceptibly promote the formation of children’s good reading habits.

4.3 Increase the diversity of bedtime stories

There are a wide variety of early reading books available for children in the market. Parents should choose books according to children’s physical and mental development characteristics, psychological development characteristics, life experience, interests and other factors, so as to timely capture children’s reading preferences and use children’s favorite books for bedtime story activities. At the same time, when choosing the content, we should be comprehensive, and avoid single and one-sided selection of story content due to the child’s gender or parents’ preferences. Boys can’t only learn to be brave, girls can’t only learn to be gentle. Parents should pay attention to the cultivation of children’s various good qualities, and promote their all-round development.

4.4 Self made story books by parent-child cooperation

Parents and children make bedtime story books together to create their own bedtime stories. In this process, it can promote the development of children’s creativity and imagination, and also provide children with the sense of achievement brought by experiencing the self creation of bedtime stories. In addition, self-made books are more operable, and children’s touch of books is also stronger, which is more likely to arouse children’s interest in reading and shorten the distance between children and books. At the same time, parents and

children can enhance their emotions in the process of making bedtime story books together, experience the touch and joy brought by making and reading books together, and promote the establishment of a good parent-child relationship.

4.5 Provide children with reading and language expression output environment

Carrying out various reading related education and teaching activities is not only one of the effective ways to promote children's good reading ability and habits, but also provides an output environment for children's reading. 3-6-year-old children begin to form their own sense of independence, are curious about the outside world, and have a strong desire to share. Therefore, carrying out reading activities such as story sharing meetings to provide children with an output environment can not only meet their desire to share and let them enjoy the atmosphere of sharing with each other, but also observe their reading and expression ability in the process, and timely guide them to correct their bad reading habits.

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