

Effect of Psychotherapy on Self-control Ability of Preschool Children

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Abstract: The phenomenon of inattention is common in many preschool children, which seriously affects the learning of various skills and the development of intelligence. This paper studies the influencing factors of psychotherapy on children's self-control ability from the perspective of psychology.

Keywords: self-control ability, preschool children

INTRODUCTION

Self-control is the function of individual self-consciousness to a certain extent. It is a kind of inner ability of individual, which is manifested as a group of related behaviors. It is the ability of individuals to adjust their behaviors independently to match their personal values and social expectations. Children's self-control ability is mainly manifested as self-control, consciousness, persistence and delayed gratification. Childhood is the key period for the development of self-control ability. It is of great significance for the socialization and personality development of children to understand the characteristics and influencing factors of the development of self-control ability of children and to cultivate good self-control ability of children. Inattention is a common phenomenon among preschool children in many countries, which seriously affects the learning of various skills and intellectual development.

DATA COLLECTION

Methods: This article from the psychological treatment of children's self-control ability to influence the factors of psychological point of view. The development of self-control in children depends on the maturity of the nervous system. With the rapid development in children's cerebral cortex, the inhibitory function of the brain is also gradually developed, which provides the physiological premise for the development of children's cerebral cortex for the psychological development of children, followed by the influence of other objective psychological factors. Through the analysis, it is concluded that the main psychological factors affecting children's self-control are: attention, language; The influence of parenting style; Emotional factors affect three aspects. Through the comparative method, preschoolers in

kindergarten were divided into two groups. The control group included 51 children aged 5-6 years and 51 children of the same age. Control group of children self-control ability intervention through psychological guidance. The ability to observe changes in self-control.

RESULTS

The results show that, first of all, attention has a great impact on students' learning self-control level of preschool children. Cognitive training imagination and self-suggestion strategies can effectively improve children's self-control ability. Secondly, in the aspect of education, we should pay attention to cultivate children's ability to regulate emotions and emotions, cultivate children's good positive character, improve children's ability to adapt to the new environment, so as to improve children's self-control ability. In addition, guiding parents to establish effective feeding methods is also an important factor to improve children's self-control. The factors influencing the development of children's self-control ability are

1. Physiological factors

The development of the nervous system especially the cerebral cortex has a direct influence on the development of children's self-control. According to Rulia, children are born with only mature subcutaneous tissue and the simplest cortical areas, while the more complex secondary and tertiary cortical areas are not fully mature. With the rapid development of the cerebral cortex, the inhibitory function of the cerebral cortex gradually develops. At birth, the inhibitory mechanism of the cerebral cortex is not mature, and the excitation process of the cerebral cortex is dominant. From about the age of 4, due to the development of nervous system structures, internal inhibition begins to develop and children gradually control their activities and emotions. With the gradual improvement of children's cortical inhibition function, children's excitement and

inhibition gradually tend to balance, so that children can gradually control their own behavior to a certain extent.

2. Parental factors

Parental factors have a very important influence on children's self-control development. Parental control is one of them. Parental control pattern can be summarized into five forms: strict control, restrictive control, demand control, interference control and arbitrary control. Different parental control patterns form different self-control characteristics of children. Children under strict control have excessive self-control characteristics such as emotional depression and blind obedience. Restricted control children have more withdrawal and aggressive behavior; Children with less or less demanding parents have high aggression traits, while children with more demanding parents have better self-control; Child aggression and antisocial behavior were significant under arbitrary control. Kochanska et al. found a positive correlation between early reactive parenting and higher self-control in children later in life, and a significant correlation between self-control levels at 22 months and 33 months of parental responsiveness. Parental attitude and educational concept have important influence on children's self-control. Parental attitude to discipline has significant influence on children's self-control development in many aspects, and the influence of father and mother is consistent, but there are gender differences in the influence of parents' individual attitude to discipline. In terms of educational concepts, parents' expectation level of their children's self-control has a significant influence on children's self-control development. Mothers' influence on male and female children's self-control is consistent, while fathers have no influence on boys and have extensive influence on girls [Xu, et. al., 2023]. Parents' education concept has direct or indirect influence on children's self-control development. Parents' education level and family income have important influence on children's self-control development. When parents' education level is medium, children's self-control development level is the best; Family income level has a reverse effect on children's self-control development. Marital quality can predict children's delayed self-control behavior. Especially, the higher the degree of family harmony experienced by mothers, the better the delayed self-control behavior of children.

3. Verbal guidance

Verbal guidance plays an important role in the development of children's self-control. Speech instruction includes self-speech instruction for children and speech instruction for adults. Children often talk to themselves while playing or engaging in an activity. Self-talk can help children supervise and control their thoughts and behaviors in order to maximize the achievement of goals. Rulia's study found that children under the age of three do not respond appropriately to self-directed speech, and

children do not respond appropriately to their own speech until the age of five. Adult verbal guidance can affect children's self-control ability, while effective verbal guidance from parents can enhance children's self-control ability. Xu Zhengyuan's research shows that explicit verbal guidance given by adults has no effect on children's self-control ability at the age of 3, but gradually plays an effect on children over 4 years old.

4. Other factors

Social imitation has an important influence on children's self-control development. Through social learning and imitation, children produce self-reinforcement, and then control their bad behaviors to achieve self-control. Inducement is a factor that affects the development of children's self-control. Zhang Danhua's research shows that material inducements have an obvious incentive effect on the self-control behavior of children aged 4, and have an obvious effect on the self-control behavior of children aged 5 and 6. Yang Lizhu's experiments show that fun games and body training affect the development of self-control ability of preschool children.

CONCLUSION

This paper discusses the psychological factors affecting the self-control ability of preschool children, and puts forward the corresponding countermeasures to improve children's self-control ability.

1. Establish a good parental control mode to form a warm and harmonious family atmosphere

Family environment is incomparable to other environments in cultivating children's self-control ability. It is very important and effective to cultivate children's self-control ability through parents in the family environment. The establishment of good and effective parental control mode depends on the formation of good parent-child relationship. Parents should have a good education concept and discipline attitude, respect and care for children, and regard children as equal development. On this basis, establish a parental control model that respects children's requirements and independence and limits children's bad behavior habits and impulses. In addition to good and effective parental control, a warm and harmonious family atmosphere can promote the cultivation of children's self-control ability. In a warm and harmonious family atmosphere, children receive attention and love, and will receive good support in the process of controlling their bad habits and impulses, which will enable them to form a good sense of self-efficacy in the process of developing self-control.

2. Effective verbal guidance

Children's self - speech instruction and adult speech instruction play an important role in the development of children's self-control ability. Age characteristics should be paid attention to when

giving speech guidance to children. Children under 3 years old can not respond properly to their own and adult speech guidance. Children's self-control through speech develops gradually, from adult guidance to self-guidance, from external speech control to internal speech control. For early childhood children, adults should be more verbal guidance, and a certain situation combined. In many cases of delayed gratification, adults exert behavioral control over children through speech and guide children to divert attention, which will play an obvious role in children's self-control. With the growth of children, adults can guide children to constantly restrain and correct their behavior and impulse through self-speech, so that they can leave the situation at that time to control themselves.

3. Cultivate children's self-control by example

Role models have an important influence on children's cognitive, emotional and cognitive development. Bandura's social learning theory suggests that children can become self-reinforcing by watching role models rewarded or reinforced. Adults can improve children's self-control by setting an example. First, parents themselves are role models for children. Children can learn many self-control strategies by observing their parents' self-control behavior. Because children are better at expressing their thoughts through language, parents can make children know how their parents control their impulses through the way of "vocal thinking" in the self-control situation, and then control themselves through imitation. Secondly, self-control can be cultivated through the example of others. When children are unable to control their own impulses or lose control of the situation, timely praise another strong self-control role model, so that children turn to the role model, imitation, if the child thus reached self-control, can be praised and rewarded to strengthen his self-control behavior. Thirdly, media role models can be effectively used to cultivate children's self-control ability. Media, especially television, have a wide influence on children's acquisition of various behaviors. The sound and image of TV is dynamic and can attract the attention of children. It is a psychological and effective way to choose some appropriate examples to teach children to control themselves.

4. Instruct children to exercise self-control in games

Play is the dominant activity of children. Due to the rules of the game, children play various social roles in the game, assume various social responsibilities, learn various social norms and codes of conduct, and gradually transform the behavioral rules acquired in the game into internal consciousness, so as to achieve self-control, supervision and regulation. Adults can make full use of play activities to stimulate the interest of children and get them involved. There are differences in the types of games preferred by children of different ages. The research shows that the games of children in kindergarten primary class mainly include operational games, recreational games and sports games. Children in primary class have low social level and lack of cooperation ability in games, so they prefer parallel games. Middle class children sports games more enthusiasm, social enhancement, children can understand and abide by the rules of the game; Tai-class children begin to show a strong desire for knowledge and improve their understanding of rules. Board games and intellectual competitions can meet this psychological demand. Tai-class children's operant games pay more attention to fineness. Therefore, different types of game activities should be adopted for different age stages to gradually guide children to abide by the rules of the game, respect others, adopt the views of others, control their own bad behaviors and impulses, and gradually internalize the external rules and guidance into internal rules and self-guidance, so as to improve children's self-control ability.

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