

The Influence of Peer Relationships on Children's Social Development

Changyu Chen^{1,a,*}

*¹School of Education Science, Yili Normal University, Xinjiang, 835000, China
a. 550670336@qq.com*

**corresponding author*

Abstract: Children's peer relationship plays a crucial role in the development process of children, and having good peer communication skills can help children shape good personality qualities and promote children's positivity. The formation of optimistic emotions and emotions allows children to carry out social cognition and social skills, thereby enabling the development of children's sociality. In the process of the development of children's peer relationships, peer communication on children's social cognition and social communication ability now has a more significant impact, children's peer relationship on children's social development problems based on the reality of domestic and foreign research, need to be further solved, so the impact of children's peer relationship on social development is worth in-depth development. Therefore, the research on the influence of children's peer relationships on social development has specific practical and theoretical significance. This paper first explains the concept of children's peer relationships and social development, secondly describes the influencing factors of children's peer relationships, and finally elaborates on the influence of children's peer relationships on children's social development.

Keywords: children's peer relationships, social development, cognitive ability, emotional experience, prosocial behaviors

1. Introduction

Social development has a significant impact on people's growth process, so paying attention to the social development of young children in kindergarten is an effective and correct scientific inquiry. Looking back at the past research content, it is found that the influence of children's peer relationships on children's social development has become an important research content of scholars at home and abroad, and this paper mainly takes children's peer relationship as the starting point, and explores the relationship between children's peer relationship and social development, to find out the key factors to promote children's social development [1,2].

1.1. Definition of peer relationships and social development in young children

1.1.1. Definition of children's peer relationships

In foreign studies, Wentzel et al. pointed out that peer relationships in young children refer to a bond established by children of the same or similar age in common activities. William A. Corsaro

believes that peer relationships are the types of relationships that can express friendship, sharing, and social participation among young children [3]. The definition of peer relationship in China is carried out from the aspects of external behavior and the combination of external behavior and internal psychology, and the definition of external behavior includes: Ye Zi and Pang Lijuan proposed that peer relationship refers to a relationship of common activities and mutual cooperation between children of similar age or the same; Li Yousui believes that the peer relationship of young children is the interaction behavior of children of the same or similar age in learning, play, and life, and the peer relationship formed thereby [4]. The definitions of external behavior and internal psychology are: Zhang Wenxin believes that the peer relationship of young children refers to an interpersonal relationship established and developed in the process of communication between peers or individuals with similar levels of psychological development, which is a multi-level, multi-faceted and multi-level network structure, mainly including two different components of peer acceptance relationship and friendship relationship [5]. It can be seen that researchers at home and abroad have different interpretations of the definition of peer relationships, but its essence is the same. In this study, peer relationship mainly refers to an interpersonal relationship established and developed by mutual cooperation and mutual influence when children of similar age or the same age are carried out in day-to-day life, including external behavioral communication between peers, as well as the formation of psychological and emotional attitudes between each other. A good peer relationship body is manifested as the object of communication in the process of peer communication contains obvious emotions such as affirmation, pleasure, support, etc., negative negative, resistant, irritable and other emotional characteristics, likes to interact with people, and is good at communication, behaves friendly in communication behavior, can use actions or language and other comprehensive ways to communicate, and feels sad about not having peers to play.

1.1.2. Definition of children's social development

Most scholars believe that the social development of young children is mainly produced by the gradual transformation of socialization. Children's socialization is primarily through contact with other people in society, in the process of continuous connection to make communication and communication, further imitating adult behavior and language. Children will have a great interest in social roles in the adult world. They like to play role-playing games [6]. Through continuous imitation, exploration, and understanding of social roles, they actively prepare for their future social roles. In this process of receiving education, constantly learn new knowledge, give children specific help, let them fully understand the norms of social survival, have a correct understanding of society, and adapt to society. Children's socialized development is mainly the path of their own growth, and at the same time, it is also an essential link for them to develop a positive and optimistic attitude to life and good learning habits and form a noble spiritual outlook.

2. Factors influencing peer relationships in young children

2.1. Family impact on young children

In the family, parents should keep abreast of the relevant problems in the child's peer relationship, take effective educational measures in a timely manner, help children correctly handle the peer relationship, and enable them to better adapt to social life [7]. First of all, we must start by cultivating children's compassion so that children learn to understand others, parents should set a good behavior example for children, and children will learn to treat their peers like their parents. Second, we must pay attention to the cultivation of children's abilities. Among the various abilities of children, attention should be paid to improving children's language ability so that children love to

speaking and building a bridge for children to carry out communication activities. Third, parents should create a relaxed and harmonious communication environment for young children. Let children have more contact with the people around them and experience the fun of social communication. Fourth, actively organize young children to participate in activities to create favorable conditions for developing peer relationships. Good peer relationships are a guarantee of the success of the action. Fifth, respect the peer relationships of young children. Adults should care about their social activities, consciously provide favorable conditions for interaction, and carefully protect children's peer relationships.

Through relevant studies, it has been found that too much interaction intervention by parents on children's peers and lack of clear behavioral guidance will cause the formation of aggressive behavior in young children so that they are unwelcome in the process of peer communication. Secondly, some kindergartens have less interaction with parents, and the study mainly observes that some kindergartens hardly hold parent-teacher meetings and rarely communicate with parents about children's performance in kindergarten, which makes kindergartens and parents inconsistent in their educational concepts on children's peers.

2.2. The influence of kindergarten teachers

The relationship between teachers and children has an important impact on the social development of children. At the same time, it will also play an important role in children's parent-child relationships and peer relationships, make up for bad parent-child relationships, and affect their peer communication initiative, ability, and social status. A good relationship between teachers and children will not only meet children's love and safety and other psychological needs so that children can better adapt to the collective life of the school but also provide children with enough time and space for peer interaction.

Kindergarten teachers' attitudes and evaluation of young children have a great impact on the development of children's peer relationships; for example, children who are often criticized by teachers very easily feel unwelcome and aggressive behavior in the process of peer interaction. In kindergarten, children who are often praised by teachers, such as very popular children in the class, are prominent in all aspects and are often praised by teachers as learning role models for young children. Therefore, kindergarten teachers will affect the interaction of children's peers in the process of teaching.

2.3. The influence of young children themselves

For children, peer communication is the main interpersonal communication mode in kindergarten. The study found that the peer relationship between children is mainly reflected in the game, and the cooperative game between children is a major manifestation of children's peer communication.

Young children themselves have certain criteria for choosing friends, and they often like to interact with children with the same ability as themselves, so the scope of their friendship will become narrower and form a small group. Children's communication skills often reflect their own interpersonal relationships, and those with strong communication skills can communicate well with peers, and the probability of peers accepting them is also higher. And some young children with weak communication skills often lack self-control. Therefore, in order to improve children's peer relationships, the development of communication skills is a crucial factor.

3. The influence of peer relationships on children's social development

3.1. Children's peer relationship is conducive to the development of children's cognitive ability

Peer communication between children can provide children with multi-faceted ability opportunities such as knowledge sharing, emotional mutual help, and imitation learning, and this relationship has a positive effect on improving children's cognitive ability [8]. At the same time, peer communication also provides many opportunities for children to communicate, directly teach, negotiate, and discuss. Children often discuss multiple uses of objects or solutions to problems. These are very helpful for children to expand their knowledge, enrich their knowledge, and develop their ability to think, operate, and solve problems. Children's peer relationship is mainly based on the process of getting along with children. Children play and learn together, etc., which promotes the emotional development between children and, at the same time, has a certain help for their thinking development, independent thinking ability, and cognitive level development.

3.2. Good peer relationships can make children's activities positive emotional experience

Peers occupy a very important position in the process of children's growth, help children form optimism and psychology, learn to identify and self-affirm in the process of interacting with others, and promote their own personalized development. A good and stable peer relationship can make children get satisfaction and pleasure, with the help of positive emotions in their hearts, keep children's own unique simplicity and innocence so that they can gain a sense of belonging and security with the help of peers so that they can always maintain a positive and optimistic attitude in real life. For example, young children like group play, and they like to play with their close peers, whether it is jumping bands or other game activities; they can make children feel satisfied and enrich their spiritual world. When children's positive emotions and experience reach a certain level, their behavioral habits, ideological consciousness, and psychological quality development can obtain a virtuous circle [9].

3.3. Children's peer relationships are conducive to the development of children's prosocial behaviors

Children will show pro-social behavior before the age of 1. Children aged 1.5 to 2 can already offer some form of pro-social behavior, and pro-social behaviors such as sharing, cooperation, and comfort will develop rapidly. There are three ways to cultivate social behavior. One is role-playing training. In role-playing, letting Children's immersive and more intuitive feelings is not only in line with the characteristics of children's current thinking development but also allows children to have a more profound experience. The second is the intensive training of behavior. When children have pro-social behaviors, parents and teachers should give positive affirmation in time so that children will predict the results of their behaviors and adopt pro-social behaviors to help others. The third is the exemplary role of role models. Children's learning methods are mostly imitation learning. According to children's Learning characteristics, when parents and teachers present their pro-social behaviors to children, children will imitate, and such role models will also increase the frequency of pro-social behaviors.

The cultivation of children's peer relationships is conducive to the development of their social communication skills and promotes children's prosocial behavior. Western psychologists believe that behaviors that are beneficial to others and to society are mainly manifested in cooperation, sharing, and other behaviors. The cultivation of children's peer relationships is conducive to the development of their social communication ability and promotes children's pro-social behavior. In

the process of children's interaction with peers, increase some prosocial behaviors such as smiling and hugging to maximize children's self-control. Modified studies have shown that the development of peer relationships in young children can help them eliminate certain negative emotions, enhance positive emotional experiences, and exhibit prosocial behavior [10].

4. Conclusion

In summary, the family is the first environment in the process of children's growth, and it is also the place where behavioral habits are formed. The interpersonal skills learned in the family have an important impact on children's adaptation to learning and even to society in the future.

Children through imitation to obtain social development, so parents and teachers in the process of education should use more active emotions and behaviors to interact with children; for example, take the initiative to play with children to improve children's communication initiative in daily life, parents can also continue to encourage and support children to interact with peers when encountering other children actively have difficulties, encourage children to take the initiative to ask or help, Through these methods, children can gradually eliminate their tension and anxiety about strangers, and promote their industry in interacting with their peers later [10].

The social development of young children is an essential part of the field of kindergarten education, which can fundamentally cultivate children's ability to adapt to social life so that they can get along with other children in a friendly way and, at the same time, acquire essential life skills to promote the healthy development of individuals physically and mentally. The peer relationship of young children provides an essential window for children's social function. The experience of children and their peers is crucial for adaptive and unsuitable development. To improve the education of children's social development, it is necessary to base on the characteristics of children's age, based on the actual situation of modern teaching, promote children to get positive guidance in the process of growth, and maximize the quality education of our people.

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