

Effects of Different Types of Reading Texts on Children's Psychological Development

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Abstract: The theory of mind is children's cognition of self and others' mental state, but there is still controversy about how to obtain the ability of theory of mind in the process of development, and there are great individual differences in the ability of normal developing individuals to understand and predict others' mental state and make appropriate response. Based on the above background, the purpose of this study is to explore the influence of different types of reading texts on children's psychological development. In this study, 36 primary school students of different grades were selected for 12 times of different types of reading text counseling, and assessed by children's empathy scale and interview method. The results showed that students' satisfaction with activities was high, and students' empathy was greatly improved. On this basis, this paper proposes a plan to further improve the reading therapy of empathy picture books. Different children's texts, as food to meet children's spiritual needs, are indispensable in children's growth journey. They describe the green nature for children. Express full of tender ideal feelings, show lively and playful class life. It is the window of mind for children's psychological development to expand the space of fantasy and imagination.

1. Introduction

The study of theory of mind is an important field of children's psychological knowledge development and a new research hotspot of social cognitive development. The research on the development of children's psychological knowledge has experienced three major waves. The first wave directly or indirectly stems from Pi Yejie's theory and research. Piaget believes that children's cognition of human psychology gradually develops from self-centeredness to separation from self-centeredness; the second wave began in the 1970s. The era is about the theory and research on the development of children's metacognition; the third wave began in the 1980s and was about the study of children's psychological theory.

Research in the past 10 years has shown that empathy is the key to all human interaction and human conduct [1]. It is the basis for people to have compassion and compassion, help to build interpersonal relationships of cooperation and mutual assistance, and help cultivate altruism and serve society moral character [2-3]. Many studies have pointed out that people with empathy can care for others caringly, empathy is a key factor in moral development or other altruistic behaviors [4]. In summary, no matter from the perspective of the development of student personality, morality or altruistic behavior, the cultivation of empathy has an important role [5-6]. Reading text is a new form of children's literature. It just combines pictures and text, which is an excellent material to reflect and be close to children's psychology [7-8]. At the same time, children's reading texts have all-inclusive topics: emotions, interpersonal relationships, life education, gender equality education, etc., which are educational, literary, creative and aesthetic, which is a good psychological counseling medium. Reading therapy is a kind of psychotherapy and counseling method using literary works as a medium. In reading therapy, children's interest in reading is first aroused [9]. By recognizing the roles and plots in the book, and comparing with their own experiences, they can understand the message to be conveyed in the content of the book, so as to understand new concepts and methods and apply them to daily life in [10].

This study combines reading therapy theory, using reading text as the main medium, designing reading text reading intervention programs, and exploring the development of children's empathy in the field of reading text reading.

2. Method

2.1 Text Reading Type

Reading is a complex process of thinking and speech that aims to understand the content of visual materials, extract information from visual symbols, and actively construct meaning by selecting and using one's own knowledge. The way is the concrete way and method that the actor takes in order to achieve a certain goal. The way has the characteristics of diversity and combination, that is, the way force method which can accomplish a certain purpose in different ways or according to certain structural combination. The way of reading is a certain or relatively stable reading procedure adopted by the reader in the process of reading the information.

Reading style plays an important role in reading activities. The traditional ways of reading are: sound reading, silent reading, intensive reading, road reading, positive reading, reverse reading, speed reading, slow reading, etc. The mode of generation reading includes shallow reading, TV reading, mobile reading, network reading, multimedia reading, etc. However, the use of these reading methods is based on the normal and relatively mature physical and mental development of the reading subject, which has a good ability of independent reading and a relatively high level of literacy. However, due to the immaturity of physical and mental development, children who are the special subjects of early reading don't have or just have the ability of independent reading, and they can't read in the way mentioned above. Therefore, the early way of reading must be different from the general way of reading.

Sharing reading can be carried out among teachers and children, peers and parents and children in the classroom in a variety of strategies and ways, which can be adjusted according to needs. For example, in the study of parent-child shared reading, three types are proposed: parallel, deviating and cooperative

Parallel reading refers to that when adults and children read together, adults keep talking, do not give children enough time to think, and both sides do not talk about or rarely talk about the reading content in the reading process; (2) Deviant reading refers to that although adults and children are ostensibly communicating around picture books, they actually deviate from the situation in the picture books, or do not pay attention to the meaning expressed in the words, or misread the content in the picture, fail to grasp the main idea of the story book, often lead to excessive association by a small detail, and thus more and more deviate from the theme; (3) Cooperative reading refers to the communication between adults and children is really centered on the story, which is a close and effective reading method. In the reading process, adults will follow the children's response, Such as expression or action to judge children's understanding of the story, and on this basis, to adjust their way of speaking and reading, such as changing intonation.

2.2 Theory of Mind

Theory of mind refers to the ability of an individual to attribute his or her behavior to others' mental states. Because this kind of reasoning ability of an individual cannot be directly observed, and it can use rice to predict the behavior of others, this kind of reasoning system is called a theory. Later, some developmental psychologists began to conduct such research on children, and the meaning of the term "theory of mind" itself has also undergone some changes: 1) Broadly speaking, psychologists collectively refer to our knowledge of psychology as " "Theory of Mind" because they believe that ordinary people's psychological knowledge is an internally consistent knowledge system composed of a series of interrelated psychological causations. It can explain and predict human behavior according to this knowledge system, and this knowledge system Just like scientific theory, there are processes of its generation, development and maturity; 2) In a narrow sense, the so-called "psychological theory" refers to the individual's reasoning and cognition of the

psychological state of others and the relationship between others' behavior and their psychological state. After further research pointed out. The so-called "psychological theory" refers to the understanding of one's and others' mental states (such as needs, beliefs, intentions, feelings, etc.), and thus to make causal predictions and explanations of the corresponding behaviors.

3. Experiment

3.1 Research Object

The children of the two classes in the third grade of primary school were selected as the research object, one class was the experimental group, a total of 32 people, including 14 boys; the girl was 18, and the other class was the control group, a total of 32 people, including 15 boys and 17 girls. people.

3.2 Research Methods

In this study, the quasi-experimental design of the pre- and post-test of the other groups was adopted. After the pre-test of the experimental group and the control group, twelve different types of reading text interventions were conducted on the experimental group, once a week, 90 minutes each time, for a period of three months. The control group does not accept any processing. Within one week after the end of the experiment, the two groups were post-tested, and the experimental group was subjected to the course feedback test and semi-structured interview.

3.3 Text Reading Scheme

The principles for selecting texts in this study are as follows: first, the content theme is related to empathy, which can more prominently reflect the counseling goals of respect, acceptance, care, and serving others; Attractive; third, suitable for children's reading ability and maturity (background, age, experience range, attention, reading interest, etc.); fourth, can be combined with children's life experience, inspiring children, easy to make children Resonate. This research combines the theme and design concept of each class to select the excellent texts that students like, so as to combine the literary and artistic appreciation of the text with the educational application standards.

This research is based on empathy-related theories, and uses reading therapy-related theories as intervention methods to design text reading intervention programs. In terms of group plan process arrangement, after the group starts the warm-up activities, the activity structure is arranged in the order of reading activities, discussion activities, extension activities, and group feedback. In the presentation and guidance of the questions in the discussion activities, the design of the discussion questions is based on the psychological process of reading therapy (including the six stages of involvement, identification, projection, purification, comprehension, and application).

4. Discuss

4.1 Result of Empathy Scale

In this study, the pre-test score of the empathy scale was used as a covariate, the text reading therapy was used as the independent variable, and the post-test score of the empathy scale was used as the dependent variable for covariance analysis. Before the analysis of covariance, the test group and the control group were tested for the homogeneity of the regression coefficients on the Children's Empathy Scale, the empathy scale $F = 3.430$, $p > 0.05$; emotional empathy Heart scale $F = 2.748$, $p > 0.05$; cognitive empathy scale, $F = 1.711$, $p > 0.05$; behavioral empathy scale $F = 3.582$, $p > 0.05$, difference None reached a significant level. As shown in Table 1, after excluding the influence of pre-test scores, the experimental group and the control group had significant differences in the total score of the scale and the scores of each subscale. The above results show that text reading therapy has a significant effect on enhancing children's empathy.

Table 1. Summary table of covariance analysis on empathy scale of experimental group and control group

Project	Source of variation	SS	df	MS	F
Empathy Total Table	Intergroup	3802.104	1	3802.104	21.957***
	Intragroup	11974.881	69	173.158	
Cognitive empathy	Intergroup	214.474	1	214.474	8.725***
	Intragroup	1696.035	69	24.580	
Emotional empathy	Intergroup	175.235	1	175.235	10.587***
	Intragroup	1142.080	69	16.552	
Behavioral empathy	Intergroup	1148.945	1	1148.945	18.803***
	Intragroup	4216.250	69	61.105	

Studies have shown that gender is not the main factor influencing the development of children's theory of mind. For this reason, we conducted a gender difference test and found no statistical significance. Therefore, in the subsequent analysis, gender factors were ignored, and boy and girl data were used together. The scores of each theory of mind task and the sum of the scores of each task are shown in Figure 1.

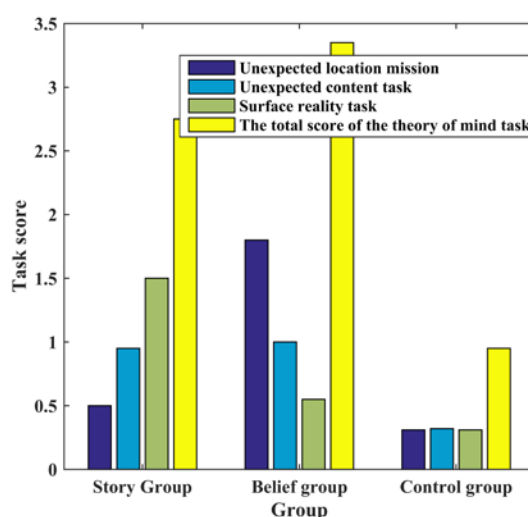


Figure 1. Children's performance scores on different theories of mind in testing

It can be seen from Table 1 and Figure 1 that children in different training groups perform differently in each theory of mind, and the story group and belief group have higher total scores than the control group, indicating that training has a certain degree of performance on theory of mind. Has been promoted. Specific to the promotion effect of the two training types on the theory of mind task, this needs to be further tested by comparison.

4.2 Analysis of Research Results

It can be seen from the research results that the text reading activity has a significant tutoring effect on promoting the development of children's empathy. The possible reasons why text reading activities enhance children's empathy performance are now explained.

First, the selected texts all imply the concept of empathy. From each unit's "reading experience checklist", students can experience the concept of empathy in the text after the teacher's talk, group discussion, and class discussion in the entire teaching course. The actual experience and the concepts learned combine to strengthen empathy learning.

Second, text reading therapy courses are easy and fun. The results of the activity effect questionnaire survey show that students have a high degree of love and acceptance of text reading therapy activities, feel that it is easier to take classes, and both text and activities are very interesting. After listening to the story, everyone discusses each other and expresses their own opinions, listens

to others' opinions, and gains self-development through interaction.

Third, teaching methods and strategies are diversified. In the text reading therapy course, teachers use games, experience activities, painting, role-playing, story writing, letter writing and other teaching strategies to provide students with emotional vents, triggering empathy for the characters in the book, and Extend into life, express care, love and gratitude to the people around you, and increase the effect of empathy.

Fourth, the catalytic role of class groups. This reading therapy course is conducted in the class. After reading the text, students will be applied to empathy when they get along. They no longer exclude others for no reason, and learn to care for others and empathize with others. Students with good interpersonal relationships will treat the other students with the empathy they have learned. Students with weak interpersonal relationships can imitate learning and improve their interpersonal relationships.

Conclusion

The results of this study indicate that children of different ages have different levels of reading development, and the choice of different texts must follow the rules of child development, which is suitable for children of this age. Children in the lower grades have a short concentration time and are more interested in bright colors. Flashing should provide them with a short space. The pictures occupy the main space and the picture is concise, with bright colors and few words. A text book with a simple plot; middle-level children have a higher level of cognitive than lower-level children, and are in an important transition period, so they can provide more than two characters for middle-level children. Textbooks; senior children have a higher level of cognitive development and are more and more interested in text. Therefore, they can provide textbooks with more texts, complex screen compositions, complex backgrounds, and complex emotional connections between characters.

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