

Exploring the "Me Too" Behavior of Preschool Children

Shi Yuru, Zhou Aoxue*, Yuan Haiyan

Teachers College, Shenyang University, Shenyang, Liaoning, China

*Corresponding Author.

Abstract: Imitation is an important learning method for preschool children and plays a significant role in their social development. Among various forms of imitation, the "me too" behavior is a special manifestation. As children grow up, social interactions become more pronounced. During peer interactions, children often express themselves with phrases like "I also have..." or "In my house, we also...". This article aims to help early childhood educators understand the imitative nature of children's "me too" behavior, comprehends the psychological motivations behind it, and provides appropriate guidance based on its characteristics to promote children's social development.

Keywords: Preschool Children; "Me Too" Behavior; Imitation

1. Introduction

The interaction between young children and their peers is an important part of their social life and an important way of their social development. Studying the various behaviors of young children in the process of interaction helps us to understand the social life of young children, grasp the basic characteristics of young children in the process of their social development, and then look for various strategies and methods to promote the social development of young children. Through my observation of young children during my kindergarten internship, I have noticed that there is a common interaction statement that often appears in young children's peer interactions, i.e., the "I also" statement that appeared in the three cases mentioned above, which is also known as the "I also" statement. which is also known as the "me too" behavior of young children. In the process of sorting out the theoretical basis mentioned above, we learned that the meaning and intention of the "me too" behaviors of young

children in different situations are different, and the types of intentions represented by each type of intention are also very different. In the following, we will sort out the causes of young children's "me too" behaviors and how to cultivate them one by one.

2. Sorting Out the Types of "Me-Too" Behaviors

Classification can present daily things or some social phenomena in a clear and organized way, analyze specific problems and improve the efficiency of work and life. Therefore, clarifying the types of young children's "me-too" behaviors is a key step to improve the efficiency of analyzing young children's "me-too" behaviors.

We found that some scholars classify children's "me-too" behaviors according to three dimensions, which are motivation, whether the content is affirmative or negative, and whether the teacher is present or not. [1]According to the motivation of "me too" behavior, young children are classified as "me too", "me too", "me too", "me too", and "me too". I, too", "I, too", "I, too", and "I, too". Among them, the "me-too" is subdivided into the "me-too" of expressing one's will, the "me-too" of gambling, and the "me-too" of attention-seeking, and the "me-too" of identification is subdivided into the "me-too" of expressing one's will, the "me-too" of gambling, and the "me-too" of attention-seeking. The identification-type "me too" is subdivided into "me too" that comes from agreeing with others' attitudes, and "me too" that comes from the fact that one's ideas coincide with the other's, and the comparison-type "me too" is subdivided into "me too" that comes from material comparisons, and "me too" that comes from comparisons of abilities. The second dimension divides them into affirmative "me too" behaviors and negative "me too" behaviors according to whether the content is affirmative or negative. The third dimension is the

classification of "me too" behaviors according to whether the teacher is present or not, and "me too" behaviors according to whether the teacher is not present. These three dimensions provide a theoretical basis for our case study.

3. Characteristics of "Me Too" Behavior

Young children's "me-too" behaviors occur all the time, and the characteristics of their behaviors are also very significant.

First of all, in terms of the content of "me too" behavior, it is rich and there are more affirmative "me too" than negative "me too". This is due to young children's instinct for upward mobility. Secondly, from the perspective of the process of "me too" behavior, it is contextual, interactive and strategic. The strategic nature of the behavior is that when the children can't compete with each other in a certain area or a certain aspect, they will choose a new dimension of comparison to defend themselves, which requires the children to constantly adjust their strategies according to the situation. Finally, the children's performance in the "me-too" behavioral event is characterized by self-aggrandizement, subordination, and suggestibility. These characteristics are due to the fact that at this stage, children's self-awareness is gradually developing and their self-esteem is gradually increasing, so it is necessary for them to show themselves to their peers and to show off their belongings, abilities, knowledge, and so on, as part of their positive self-development. By understanding these characteristics, we can understand the motivation of children's behaviors when analyzing cases, and look at children's "me too" behaviors more thoroughly and clearly.

4. The Inspiration of Early Childhood Teachers on "Me Too" Behavior

4.1 Theoretical Inspiration

Theoretically, it enables teachers to understand the concept, types and causes of "me too" behavior, to pay attention to observing children's "me too" behavior in daily life, and to pay attention to the role of such behavior in children's social development. In the process of practice, I found that most kindergarten teachers do not pay special attention to children's "me too" behaviors, but only treat them as common statements in children's daily

life, and do not analyze the causes behind them, nor can they guide children's social development according to the characteristics of "me too" behaviors. They do not analyze the causes behind the "me-too" behavior, nor do they guide the social development of children according to the characteristics of the "me-too" behavior. It is hoped that the analysis of children's me-too behavior will draw the attention of teachers and kindergarten administrators to children's me-too behavior and enhance their theoretical study.

4.2 Practical Inspiration

In teaching activities, teachers can make use of children's comparative psychology in "me too" behavior to stimulate children's enthusiasm to try new things.[2]For example, the name of some activities can be "Compare, I can do it too". After demonstrating some things that need to be learned, the teacher can strengthen the words "Compare, I can do it too", so as to make use of children's comparative psychology and self-esteem to stimulate their desire to try new things, thus enabling them to develop. This is to utilize the children's comparative mentality and self-esteem to stimulate the children's desire to try new things, thus enabling their development. It is important to note that teachers should encourage and help children in a timely manner according to their specific situation, so that every child participating in the activities can be successful, to avoid some children failing to produce jealousy and inferiority complex.

In the day-to-day life, when children interact with their peers with "me too" behavior, we should analyze the type and psychological causes of children's "me too" behavior in a timely manner in the light of theories, so as to make appropriate feedback. If the child's "me too" behavior is describing the truth and the peers are interacting with each other in a friendly way, then there is no need for the teacher to intervene. If the child's "me-too" behavior indicates a desire to be included in the group, but only by following the language of others, then methods can be used to help the child to be included in the group. If the children's "me too" behavior has a serious mentality of comparison, lying and vanity, the teacher needs to intervene in time to provide positive guidance.

In the day-to-day life of young children, me too

behavior occurs all the time, which also reflects its richness, so teachers should be familiar with the relevant theories of young children's me too behavior, and make the correct response to young children's me too behavior, so as to better promote the social development of young children.

5. Using "Me Too" Behavior to Promote Children's Development

There are many different types of "me too" behaviors occurring in different situations of young children, and the causes behind each type are also diverse. As a teacher of young children, we should correctly recognize the phenomenon of seeking attention, following the crowd, comparing and even lying in "me too" behaviors of young children and guide them correctly. As a teacher of young children, she should correctly recognize the phenomenon of attention-seeking, following the crowd, comparison and even lying in the "me too" behavior of young children, and provide correct guidance.

5.1 Correctly View Children's "Me-Too" Behavior

Young children's "me too" behavior can promote their social development under certain circumstances, which is also a special way of self-learning for young children. Teachers and parents need to look at this kind of behavior correctly and understand its psychological motivation so that they can guide children in a correct and scientific way.

The scenarios in which toddlers engage in me-too behaviors are diverse and rich in character, and the reasons for their emergence are also varied. Teachers and parents should correctly deal with the phenomena of lying, vanity, and comparison that children display in their "me too" behavior. Parents and teachers do not need to pay too much attention to and worry about lying behavior, which occurs unconsciously in order to satisfy children's vanity in a certain situation, and does not belong to misbehavior. At this time, parents and teachers can correct this kind of lying behavior by simple guidance and reasoning. Secondly, young children sometimes occur I also behavior is in order to compare with others, which has the psychology of comparison. Teachers and parents should not look at comparison in a negative way. It is important to

take a positive and dialectical view of the role of comparison in the social development of young children, which can be both positive and negative. On the positive side, the "me too" behavior brought about by comparison can stimulate children's motivation and make them develop in a better direction. On the negative side, if a young child's desire for comparison is not satisfied and adults do not provide timely guidance, it may lead to jealousy, low self-esteem, or even hateful feelings in young children.

Therefore, teachers and parents should correctly understand the psychological causes of toddlers' me-too behaviors, and make targeted guidance for toddlers' me-too behaviors, so as to promote toddlers' psychological development in a more positive and healthy direction.

5.2 Using "Me Too" Behavior to Promote Children's Good Behavioral Habits

Under certain circumstances, the psychology behind children's "me too" behavior is the psychology of following the crowd, comparing with others and seeking others' attention, which are sometimes not derogatory but neutral.[3] If teachers can correctly make use of this psychology and give positive feedback to children, they will be able to make young children acquire good behavioral habits.

For example, when cultivating good drinking habits in young children, when teachers see a young child drinking water, they can be next to this young child and pick up their own cup of water and say loudly, "I'll have some water too, just now we have sweated a lot in outdoor exercise and need to drink water to replenish our energy!" At this point, some children will pick up their cups and drink because they want to seek the teacher's attention and praise, and some children will drink one after another because of the herd mentality. This approach is longer and more in line with children's physical and mental development than the teacher's use of strict preaching to "pressure". Teachers should do in the environment of subtle influence on children, using "I also" behavior to help children to obtain good behavioral habits.

5.3 Guiding Children to Establish Correct Values

Teachers and parents should pay attention to

the "me-too" behavior triggered by children's psychology of comparison and vanity, and guide children to form correct values.

From the perspective of children themselves, their age characteristics of imitation, curiosity, and innocence can easily lead them to develop the psychology of comparison and vanity; from the perspective of parents, their sense of winning and comparison with their children can lead them to develop the same psychology. Some parents are eager to gain a sense of superiority from their children and hope that their children can become the best of the best, so they instill in their children the idea of being better than others from an early age, which will lead to the psychology of comparison and vanity in young children. From the teachers' point of view, inappropriate comparisons and unfairly biased praise by teachers in kindergarten can also lead to the psychology of comparison and following the crowd. Therefore, teachers and parents should set up correct scientific concepts, pay attention to their own words and behaviors in daily life, and give correct guidance to children, so that they can set up correct values and reduce children's "me too" behavior due to comparison and vanity.

6. Conclusion

Through the analysis of the above contents, we

have learned some types of "me too" behaviors of young children and the reasons behind their formation, analyzed how to use "me too" behaviors to promote the development of young children, which helps us to enter the inner world of young children, and prompts teachers and parents to reasonably provide social guidance to young children. This helps us to enter into the inner world of young children and encourage teachers and parents to reasonably educate young children socially. Therefore, in daily life, teachers and parents should pay attention to children's behavior and speech in order to help them establish correct values and create a good environment for their healthy development!

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