Role-play Interaction and Language Improvement: A New Language Learning Strategy for Children in Large Classes

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Abstract: In the 21st century, with the rapid development of global information technology, the improvement of language ability has become a key element of children's comprehensive development. Peer communication ability is of great significance to children's social communication, and kindergarten is the key period to cultivate children's peer communication ability. Role-play interaction is one of children's favorite games. Children interact with their peers by playing various roles in the game, and then develop their peer communication abilities. It can be seen that role-play has an important and unique value for cultivating children's peer communication abilities. The purpose of this study is to explore the relationship between role-play interaction and language improvement, so as to find new strategies and methods for language education for large class children. The significance of this study is that it can not only help teachers better understand the level of language development of children in large classes, but also help parents provide better guidance to promote the common development of the family, which can also lay a solid language foundation for children in large classes.

Keywords: preschool education, role play interaction, large class language, language enhancement, social interaction

1.   Introduction

1.1. Background and importance of the study

In the 21st century, with the rapid development of globalization and information technology, the improvement of language ability has become a key element for the comprehensive development of individuals [1]. Peer communication ability is of great significance to children's social development, and big class is the key period to cultivate children's peer communication ability [2]. Role play is one of children's favorite games. Children interact with their peers by playing a variety of roles in the game, and then develop their peer communication abilities. It can be seen that role play has an important and unique value for cultivating children's peer communication abilities. Therefore, this study aims to explore the relationship between role interaction and language improvement, in order to provide new strategies and methods for language education of children in large classes.

1.2. Current situation of language development of children in large classes

Children in large classes are usually 5-6 years old. Children in this period develop language rapidly, they begin to be able to use more complex sentence structures, and their vocabulary greatly increases. However, there are differences in the speed and ability of language development among different children, and some children may face language delays or language disorders. Therefore, understanding and mastering the current situation of the language development of children in large classes is very important for formulating targeted language education strategies.

The characteristics of language development of children in large classes are as follows: first, the rapid growth of vocabulary, they can understand and use more words; second, the complexity of sentence structure increases, they are starting to use compound sentences, interrogative sentences, etc. Third, the enhancement of language expression ability, the ability to express their thoughts and emotions more clearly; the fourth is the improvement of language comprehension, the ability to better understand the language and intentions of others.

However, the language development of children in large classes also faces some challenges. For example, some children may lack adequate language stimulation and communication opportunities due to their family environment, social circle and other reasons, resulting in limited language development. In addition, some children may have problems such as speech disorders or developmental delays that require professional speech intervention and therapy. Therefore, it is necessary to have a comprehensive understanding of the current situation of language development of children in large classes in order to provide them with more targeted language education support.

1.3. Educational significance of character games

The role play is carried out by imitating the adult social behavior of the children in the big class. In the game, children can play different roles and experience different social roles and responsibilities, so as to develop social communication skills, language communication skills and problem solving skills.

First of all, role play can promote the language expression ability of children in large classes. In the game, children need to communicate with other children, and express their intentions and needs through language. Such interaction can exercise children's oral expression ability and language organization ability, improve their language fluency and accuracy.

Secondly, role-playing can enrich the vocabulary of children in large classes. In play, children are exposed to a variety of different words and expressions, thus expanding their vocabulary. In addition, the situations and plots in the game will also stimulate children's curiosity and learning interest, prompting them to actively learn and explore new vocabulary and expressions.

Finally, role play can also develop the language comprehension and social skills of children in large classes. In games, children need to understand the intentions and needs of other players in order to make appropriate responses and actions [3]. Such interactions can help children improve their language understanding and social skills, laying a good foundation for their later learning and lives.

2. Theoretical framework of language learning

2.1. Language acquisition theory

In the field of language learning, there are many well-known theories that provide a framework for understanding how children acquire language. Behaviorist theory holds that language is learned through the connection between stimulus and response, and that children acquire language through imitation and repeated practice. Cognitivist theory emphasizes children's internal cognitive processes

and understanding of language rules, and believes that children learn language through reasoning and induction.

In the language learning of children in large classes, these theories have their applicability. Behaviorism can explain why children acquire new words and expressions by imitating the language of their teachers and peers. Cognitivist theory can help people understand how children improve their ability to express language by thinking and understanding the rules and structures of language.

2.2. Theoretical basis of character games

Role play is a kind of game activity with role playing as the main form, which allows children to play different roles in the game and simulate the behavior in real life or imaginary situations. This form of play provides children with a free, fun environment in which they can explore, learn and develop a variety of abilities, including language skills.

The theoretical basis of role play comes from social psychology and cognitive psychology. Social psychology believes that role play helps children understand and imitate social behaviors and develop social skills. By playing different roles, children can learn and understand the expectations and behavioral standards of different social roles, thus cultivating social responsibility and empathy [4]. Cognitive psychology believes that role play can promote children's cognitive development, including language ability and problem-solving ability [5]. In play, children need to understand the relationships between characters, communicate and negotiate with language, which helps them improve their language understanding and expression skills. At the same time, problem-solving situations in games can also stimulate children's thinking activities and improve their innovative thinking and problem-solving abilities. Role play, as an important educational means, has a positive impact on the language development of children in large classes. Through role play, children can practice language in a simulated social environment, improve language understanding and expression skills, and develop social skills and cognitive abilities.

3. Research methods

3.1. Overview of research methods

In order to explore the effectiveness of role-play interaction in the language learning of children in large classes, this study adopted a comprehensive experimental design [6]. The experimental design mainly includes three stages: pre-test, implementation of role interaction activities and post-test. In the pre-test stage, a basic assessment of language ability was carried out on the children participating in the experiment to understand their language level before the experiment began. This assessment mainly includes oral expression, vocabulary and grammatical structure. The reliability and validity of experimental results are ensured by the pre-test.

In the core part of the experiment, a series of language learning activities based on role games are designed. These activities are designed to stimulate children's desire for language expression and communication ability by simulating real-life scenes and situations. In the activity, children are assigned to different roles, through playing and interacting to complete tasks and solve problems. For example, in a scenario that simulates a cake shop, young children can play shopkeeper and customer, buying and selling goods through dialogue. Such activities not only help improve children's language skills, but also cultivate their social communication skills and cooperative spirit.

The post-test stage is the key step to evaluating the experimental effect. The language ability of the children in the experimental group was assessed again to understand the changes in their language level after participating in the role-play activities. Through the comparison with the pre-test results, we can evaluate the specific impact of role-play interactive activities on the language learning of children in large classes.

In addition to the above three stages, this study also adopted the design method of a randomized controlled experiment, and the children participating in the experiment were randomly divided into an experimental group and a control group. The children in the experimental group received the intervention of role-playing interactive activities, while the children in the control group maintained the original language learning style. By comparing the changes in language ability of the two groups of children before and after the experiment, the effect of role-playing interaction activities can be more accurately evaluated.

3.2. Research object and method

The research object of this study is large class children, that is, preschool children aged between 5 and 6 years old. These children come from different kindergartens and family backgrounds, with a certain diversity and representation [7]. The reason for choosing this age group is that large class children are in a critical period of language development, their language ability develops rapidly, and they have high sensitivity and plasticity to external environment and stimulation.

In terms of research methods, this paper uses a variety of assessment methods to fully understand the language ability of large class children. First, standardized language assessment tools, such as the Child Language Development Scale, were used to assess and record children's development level in oral expression, vocabulary and grammatical structure. These tools have good reliability and validity, and can provide us with accurate and reliable data support.

In addition, the observation method and interview method are also used to collect the relevant data during the experiment. The observation method is mainly used to record the performance and behavior of children in the interactive activities of role games, such as their language expression, communication and interaction.Through observation, children's performance and problems in the process of language learning can be more intuitively understood. The interview method is to communicate with teachers and parents to understand their views and evaluations of children's language development. More comprehensive information can be obtained through interviews in order to better evaluate the experimental effect.

4. The process of experiment

4.1. Steps of interactive implementation of character games

In the process of implementation, this study adopts the method of step-by-step guidance, scenario simulation and role playing. The following are the specific implementation steps:

Before starting, according to the age characteristics and interests of the children, as well as the level of children's language development, a variety of roles are set, such as doctor, police officer, teacher, salesman and so on. At the same time, the corresponding props and scenes are prepared for each character, such as the doctor's stethoscope and medical history, the salesman's cashier and paper money. This setting and construction help to stimulate children's interest in participation and imagination.

Before the activity begins, children should be introduced to the purpose and rules of the activity, and guided to choose roles independently. Encourage children to communicate with each other; through division of labor and cooperation, and jointly build the scene of role interaction, so that every child can fully participate.

Children choose the corresponding roles according to their interests. In the role playing stage, children engage in dialogue, communication and interaction according to their roles and scenes. In the activities, teachers will encourage children to use their language knowledge and skills in interaction, and constantly improve their language expression ability through observation, imitation,

communication and creation. At this stage, teachers will also give timely guidance to help children better understand and use the language.

After the activity, the teacher will organize the children to make a summary, guide the children to review their performance and harvest from the activity, and encourage them to share their feelings and experiences. At the same time, the activities will be reflected and improved according to the performance of children, in order to better promote their language development.

4.2. Data recording and collection

In order to comprehensively and objectively understand the impact of role interaction activities on children's language development, a variety of data recording and collection methods were adopted. For example: (1) Observation recording method. In the course of the activity, special teachers will be arranged to observe and record the performance of children. The content of observation includes children's role playing, language use, interaction and so on. We will record the observation results in time for subsequent data analysis. (2) Sound Recording Method. In the process of the activity, audio and video equipment will also be used to record the whole process of the activity, in order to more comprehensively record the language performance of children. Audio and video recordings not only help capture a child's performance in real time, but they can also be viewed and analyzed over and over again. (3) Questionnaire survey method. At the end of the activity, questionnaires were also distributed to the parents of the children to understand the language use and development of the children in the family environment. The contents include children's daily language communication, interest and attitude in language learning, and changes after attending the activity. Through a questionnaire survey, we can gain a more comprehensive understanding of children's language development and the impact of role interaction activities on children's language development.

5. Data analysis and conclusion

5.1. Results of data analysis

First, children use language more frequently in role-based interactions than in other non-role-based interactions. This suggests that role interaction can stimulate children's desire for language expression and encourage them to use language more actively. Secondly, with the progress of role interaction, the types of language and sentence structure used by children also show a trend of gradual enrichment. This indicates that role-play interaction not only improves the frequency of children's language use, but also promotes the improvement of their language ability. Finally, we also find that there is a significant positive correlation between the quality of role-play interaction and the effect of children's language learning. In other words, the higher the quality of role-play interaction, the better the language learning effect for children.

5.2. Influence and role of role-play interaction on language development

Role interaction has a positive impact on language learning of children in large classes [8]. First, role interaction can stimulate children's desire for language expression and encourage them to use language more actively. This positive language use environment helps children build confidence and improve their willingness to use language. Secondly, role-play interaction provides children with rich language learning opportunities. In role-play interaction, children need to constantly adjust their language expression to adapt to different roles and situations. This adjustment process is actually a language learning process. Through trial and error, children's language skills are improved. Finally, there is a significant positive correlation between the quality of role interaction and the effect of children's language learning. This means that teachers can improve children's language learning by

optimizing the design and implementation of role interactions. For example, teachers can create more role interaction opportunities for children and provide more rich and diverse roles and situations to stimulate children's interest and enthusiasm in language learning.

To sum up, role interaction is an effective language learning strategy, that can stimulate children's desire for language expression, provide rich language learning opportunities, and promote the improvement of children's language ability. In the future language education, we should make full use of the advantages of role-play interaction to create more language learning opportunities and environments for children.

5.3. Suggestions on teaching strategies

Teachers should create a rich language environment for children and encourage their active participation, such as by letting them experience role-playing scenes such as shops and restaurants, so as to stimulate their interest and imagination, and provide them with enough opportunities and space for free exploration and expression. In games, teachers should correctly guide children to learn and use language in real-life situations [9]. At the same time, it is also necessary to cultivate children's cooperation and communication abilities and encourage children to complete the game characters together, so as to improve children's social skills and enrich their language experience.

6. Conclusion

At present, there are few studies on children's peer communication strategies in China, and some studies mainly analyze the characteristics of the use of children's peer communication strategies. Methods such as social cognitive training and influence by example are used in the training of peer communication strategies, so as to grasp the overall characteristics of children and teach them in accordance with their abilities [10]. This study adopts the method of role play, with less intervention by teachers, so that children can naturally interact in role play games to develop their peer interaction strategies and improve their peer cooperation and hands-on ability, so as to provide a reference training method for early childhood educators.

This study only selected children in large classes as the research object, and did not cover children of different ages in the whole kindergarten, so it is impossible to compare the influence of role-play games on different ages. At the same time, the follow-up results were not tracked for a long time after the end of the activity, so the data was unstable.

This study mainly focuses on the relationship between role-play and language learning for children in senior class. In the future, it can be further extended to children in other age groups or special groups to understand the role of role-playing in different age groups, and further explore the internal mechanism of role-play, so as to improve the effectiveness of communication strategies by improving children's meta-cognition of communication strategies. The effects of peer communication strategies were observed in the natural ecological environment, and then the differences of various intervention methods were compared. Finally, it can be studied from a cross-cultural perspective to compare the impact of role interaction on language learning under different cultural backgrounds, which can provide more powerful support for language education.

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