



# A Study On Teachers' Resolution Of Children's Conflict Events In Regional Activities

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**Abstract:** This study begins with the phenomenon of conflict in young children's regional activities. Through an investigation of teachers' resolution of conflict events among young children in zone activities, the current situation of teachers' response to conflict in young children's zone activities was analyzed in two dimensions: teachers' response style and timing of intervention. After data analysis and research, this study concluded that there were three problems: teachers' teaching philosophy was flawed, teachers' handling of conflict events was arbitrary, and teachers' timing of intervention in conflict was inappropriate. Combined with related teaching theories, this study suggests that teachers should improve their educational concepts and optimize the way they handle conflict events; give full play to young children's subjectivity, avoid controlling children, and grasp the timing of intervention to guide young children properly.

**Keywords:** early childhood conflict, coping styles, the timing of intervention

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## Introduction

Area activities are common educational activities in kindergartens, and in the process of conducting area activities, young children often have conflict incidents and tattletale behaviors. Teachers, as managers of the kindergarten day, have to resolve the conflicts that occur among young children. The way teachers respond and the timing of their intervention will affect the effectiveness of conflict resolution among young children. Good conflict resolution allows young children to learn to think differently, perceive the emotions of others, and de-center themselves. It also enhances children's problem-solving skills, learn to get along with others in a reasonable way, and promotes their socialization process. At the same time, the resolution of conflict events can also help to enhance the reflective skills of early childhood teachers, who can reflect on the causes of young children's conflicts in area activities and promote their professional development. Therefore, this study focused on the ways and timing of early childhood teachers' responses and interventions in response to young children's conflict events.

## Literature Review

Peer conflict among young children is an inevitable phenomenon in young children's interactions. In her article "Conflict is an important curriculum resource for young children's social development", Zhang Lanxiang <sup>[1]</sup> firstly explores the implicit educational connotation of conflict among young children and analyzes that conflict among young children can contribute to their socialization process, and it can develop their independent personality and attitude in the socialization process, as well as provide an opportunity for them to master more social skills. In her article, Liu Ying <sup>[2]</sup> analyzed the factors that cause

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conflict behaviors in young children, such as family education, mass media, kindergarten environment, teachers' own factors, and children's own factors. Zou Shengju<sup>[3]</sup> in "A Case Study of Teachers' Intervention in Young Children's Conflict - Thoughts Based on the Movie "Little People's Land"" suggests that teachers' personal educational concepts affect the effectiveness of conflict resolution in young children. Teachers need to be supporters of conflict resolution for young children and teach them to learn interaction skills and strategies. Lu Yue<sup>[4]</sup> in "A Brief Discussion of Young Children's Conflict Behaviors and Their Intervention Strategies" mentions that the concept of conformity is developed by creating a good environment and sufficient play materials for young children and by teachers setting role models for young children. In "A Study on Teacher Intervention Behavior in Early Childhood Peer Conflict," Li Huili<sup>[5]</sup> points out that there are deficiencies in the purpose, timing, and strategies of early childhood teachers when intervening in young children's play. From the views presented by the above scholars on the issue of conflict among young children, it can be seen that scholars have focused on the following aspects: the impact of conflict among young children on their socialization; the factors that cause conflict behaviors among young children; the teachers' personal educational concepts that influence the effectiveness of conflict resolution among young children; and the reduction of conflict among young children by creating a good environment and providing sufficient materials. With reference to the results of the above studies, this article analyzes teachers' behaviors in terms of both their responses and the timing of their interventions in resolving conflicts among young children.

## Research Methodology

The research methods used in this study were observation and quantitative analysis. Observations of young children's conflict in area activities were made to record the perspectives of teachers and the ways in which they dealt with the conflicts that occurred. Observation of the teacher's intervention before, during and after the conflict occurred. Quantitative analysis is used to analyse the ways in which teachers respond to conflicts in the area and the timing of their interventions, to identify problems in teachers' responses to conflicts in the area, and to make appropriate recommendations.

## Study results

In this paper, 80 observations and records were made of 10 teachers' performance in responding to young children's conflicts in area activities. The current status of teachers' responses to young children's conflicts in area activities was studied and analyzed in terms of two dimensions: response style and timing of intervention, with the following findings.

### 1. Analysis of response methods

In the observation, the author made the following notes on teachers' responses to young children's conflicts in area activities, mainly to examine how teachers respond to young children's conflicts and analyze the problems involved through the criteria of what perspective they stand and the way they respond to conflicts.

Table 1 Analysis of how teachers respond to conflict among young children in area activities (N=80)

Response	number of times	percentage of
Coordinating conflict resolution for both young children	21	26.25%
Direct intervention to judge right and wrong	13	16.25%
Calming the conflict and separating young children from both sides of the conflict	32	40.00%
Providing distractions such as toys	11	13.75%
Mere observation, no intervention	3	3.75%

An analysis of the 80 recorded instances of teachers' responses to young children's conflicts in area activities reveals that the number of instances of coordinating both young children for conflict resolution was 21, or 26.25% of the total number of instances recorded. Directly intervening in the young children's conflict and judging right and wrong was done 13 times or 16.25% of the total number of times. The first option to de-escalate the conflict and separate the two parties was chosen 32 times, accounting for the largest proportion of the total number of times recorded (40%). Distracting both young children by providing toys and other materials was the most common option 11 times or 13.75% of the time. The number of times that the young children were simply observed but not involved in the conflict was 3, or 3.75% of the total number of times recorded.

After analyzing the above data, it can be seen that when responding to young children's conflict in area activities, teachers choose to calm the conflict and separate the young children on both sides of the conflict the most often. Although this intervention method of directly terminating young children's conflict behavior can avoid the expansion of the conflict problem to a certain extent, children cannot realize their own mistakes and cannot make judgments about right and wrong, which intervenes not achieve the proper educational effect This prevents the intervention from having the desired educational effect. In addition to the direct suspension of conflict behaviors, teachers prefer to coordinate between the two children to resolve the conflict and to intervene directly in the conflict to judge right and wrong. To some extent, this means that teachers tend to be arbitrary in their handling of conflict, relying on their subjective wishes and judging both sides of the conflict from an adult perspective, which may lead to negative psychology and even boredom among the children being criticized.

## 2. Analysis of the timing of the intervention

In the 80 conflicts recorded, the timing of teacher intervention in early childhood conflicts also had an impact on the conflict events. In this paper, the timing of teacher intervention in early childhood conflict is divided into the following five dimensions, using the main criteria of before, during, and after the occurrence of the conflict.

Table 2 Analysis of the timing of teachers' intervention in conflict with young children in area activities (N=80)

Timing of intervention	number of times	percentage of
Intervening when conflicts are identified	11	13.75%
Intervention at the time of the child's report	14	17.50%
Intervening when children are unable to carry out activities	45	56.25%
Intervening when young children seek help	8	10.00%
Intervention in case of serious physical conflict between young children	2	2.50%

The records and analysis of the timing of teachers' interventions in conflicts among young children in area activities reveal that the number of timely interventions when conflicts were detected was 11, or 13.75% of the total number recorded. The number of timely interventions in conflicts after they were reported by the young children was 14 times, accounting for 17.50%. Forty-five times, teachers intervened when a child's conflict had progressed to the point where teaching and activities could no longer be carried out smoothly, and this was the time when teachers intervened the most, accounting for 56.25%, or more than half, of the total 80 times recorded. In contrast, the number of times when the child sought help and then intervened was 8, or 10%. When there was a serious physical or verbal conflict, the teacher intervened two times, the fewest number and the smallest percentage of all records, at 2.5%.

By intervening in conflicts as soon as they are detected, teachers can often keep the damage and impact of conflicts between young children to a minimum, and can even defuse them in advance. However, detecting conflict in a timely manner requires a high degree of pedagogical sensitivity and teacher responsibility. Teachers who intervene when young children are reporting often do so out of a desire to unilaterally meet young children's demands, without understanding the causes and consequences

of conflict, and intervene in conflict behaviors only to appease young children. The majority of teachers chose to intervene when the child could no longer do the activity and then intervened in the conflict behavior. Most teachers believed that because conflict was more common in area activities, it was not necessary to intervene in children's conflicts without interfering with instructional activities, and that early intervention would interfere with the teaching process. If the teacher intervenes when young children seek help, the conflict has often developed to a point where young children cannot solve it independently. It is less common to intervene when young children are in serious physical conflict, and most teachers do not allow conflict to progress to this stage before intervening.

## **Research Discussions**

In response to these issues, the author analyses the problems of teachers' responses to conflict among young children in regional activities.

### **1. Deficiencies in teachers' teaching philosophy**

The first problem with teachers' responses to conflict among young children in area activities is that they have a flawed teaching philosophy. Many teachers tend to view conflict between young children and toddlers as a manifestation of aggressive behaviour full of subjectivity on the part of the toddlers, so when faced with conflict between toddlers, teachers tend to advocate stopping the conflict in time rather than addressing the issues that lead to conflict between toddlers. This focus on merely alleviating conflict between toddlers rather than focusing on resolving conflict between toddlers undoubtedly runs counter to the educational value of conflict between toddlers. In order to avoid physical and psychological harm to young children as a result of conflict between young children, teachers tend to end conflict immediately, instead of seizing this good opportunity to educate young children and effectively promote the development of their social interaction skills in this way. Secondly, teachers fail to combine specific pedagogical theory with objective reality when responding to conflict between young children to guide and correct their behaviour.

Most teachers are not aware of the prevalence of conflict among young children in area play and are therefore very nervous about the conflicts that occur among young children, failing to grasp the opportunity to teach young children to learn and interact. And most teachers only passively participate in the conflicts among young children during area activities when conflicts occur to understand the causes of young children's conflicts, which is not conducive to teachers' understanding of the intrinsic causes of young children's conflicts and their inability to have an intrinsic grasp of young children's physical and mental developmental characteristics, which is not conducive to future education about young children's conflict events and has a negative effect on the smooth development of teaching activities.

### **2. Teachers' arbitrariness in dealing with conflict incidents**

Teachers' strategies for guiding conflict between young children can have a crucial impact on young children's socialization and interpersonal skills. This phenomenon means that if teachers adopt coercive strategies to resolve conflicts between young children, relying solely on their authority to judge both parties in the conflict, this will lead to extremely negative psychological experiences, rejection, and even resistance to the teacher, and may even lead to a recurrence of the conflict. It may even lead to a recurrence of the conflict. Such an arbitrary way of dealing with conflict is not very effective in resolving conflicts among young children, and it can only temporarily prevent the occurrence of conflict behaviors among young children but leaves a negative impression in young children's minds, which is not conducive to the development of young children's interaction skills.

In actual teaching, many teachers have a more negative attitude toward guiding young children between conflicts in area activities, and will not guide conflict events unless they encounter very serious ones. Although most teachers agree with the teaching concept of seizing the opportunity of young children's conflicts to develop their socialization and interaction skills, many teachers still choose to let young children solve conflicts on their own in actual conflicts, which to a certain extent can lead to intensification of conflicts in young children and can lead to stagnation or even regression in their level of learning social skills and interaction skills with others. Instead of developing a proper understanding and appreciation of conflict, young children may believe that teachers may be tacitly approving of their conflict behavior and exacerbating its occurrence.

### **3. Inappropriate timing of teacher intervention in the conflict**

The timing of teacher intervention is critical to defusing conflict behaviors and making young children correctly aware of the dangers of conflict. However, most teachers are immature about the timing of their interventions in young children's conflicts. Many teachers stop both young children's conflict behaviors as soon as they perceive them, to prevent the young children

from being injured as a result of the conflict. Rather than making young children aware of the dangers of conflict behaviors, this behavior leaves young children with a grudge against the interruption of conflict behaviors and may increase the frequency of conflict behaviors. However, some teachers only wait for young children to initiate a report before taking certain actions to stop conflict in young children, and such actions inevitably lead to varying degrees of physical injury. This places a high demand on teachers' ability to manage the timing of conflict interventions with young children.

Because of the different times and conditions of conflict between children in area activities, and the differences in the home environment and physical and mental characteristics of the children on both sides of the conflict, this requires a high degree of observation and teaching sensitivity on the part of the teacher. It is important not to end conflict immediately and deprive children of educational opportunities, but also not to allow conflicts and contradictions between children to extend to physical behaviour that could lead to injury. This is why teachers must be able to understand the causes and circumstances of conflict and to grasp the psychological characteristics of both children, so that they can provide guidance to children at the right time. In practice, however, very few teachers are able to strike a balance between the two and educate children through conflict to promote their physical and mental development.

After analyzing the problems of teachers in resolving conflict incidents among young children in regional activities, the author concluded the following.

1. Teachers need to improve their educational concepts and optimize the way they handle conflict incidents

Whether teachers have the right, scientific conceptions of teaching and learning can have an intuitive impact on the kinds of teaching styles and educational moments they choose, as well as a subtle impact on young children's daily interactions and behavior. Because individual teachers differ in their professional competence and personal qualities, there are differences in their attitudes and behaviors when dealing with conflicts that occur between children in area activities. When teachers deal with conflicts between young children, they should combine their professional theories with objective reality, choose a resolution strategy that fits the current conflict situation, observe young children's performance in time to get feedback, reflect on and evaluate their guidance strategies, and provide experience for resolving conflicts between young children in the same situation in the future.

In addition, teachers need to properly understand conflict behaviors among young children. Teachers should view conflict among young children in regional activities as an unavoidable practice of interaction in the process of young children's growth, resolve conflicts promptly by coordinating the attitudes and perceptions of both sides, and make conflicts play a good role in social education, so that young children can get rid of the self-centered stage as early as their physical and mental development allows, learn to think differently with others in interpersonal interactions and learn to stand in others' This will play a fundamental role in the overall development of the child and the development of interpersonal relationships in the future. Teachers can allow young children to negotiate and resolve conflicts on their own as much as possible under the condition that they are not physically harmed, thus allowing them to explore strategies for getting along with others in a friendly and equal manner on their own, which will have a direct impact on their future development of a friendly attitude and facilitate their socialization process.

2. Give full play to the subjectivity of young children and avoid controlling them

Teachers avoid over-controlling young children when conflicts occur, thus failing to allow them to explore their solutions to conflicts and contradictions. Teachers do not act as commanders and decision-makers of young children's behavior in the face of conflict, which can undermine their subjectivity to some extent and is detrimental to their future personality independence and development. When faced with such incidents, young children should be allowed to self-reflect on the conflict incident and resolve it on their own, so that they can spontaneously explore skills to get along with their peers and improve their socialization. Young children should be given the initiative to create a space for independent problem-solving.

If teachers stand on high and control the behavior of young children, impose their values on them, and directly blame and criticize them for what is right or wrong without asking for the right and wrong reasons, such behavior can immediately end conflicts when they occur, in the long run, it stops the socialization process of young children and even has a great psychological impact on them, which is not conducive to their healthy physical and mental development.

3. Grasp the time to intervene and guide young children correctly

Teachers' sensitivity to teaching plays an extremely important role in the educational process and is an important indicator of their professional competence and professionalism. Although preschool education is more focused on life and play than

education in other school periods, this stage of preschool education requires teachers to take more care and guidance of young children's life and learning, and the requirements for professionalism are no less than those of teachers in other school periods. Whether or not teachers can seize the moment to intervene in children's conflicts when faced with conflicts in the young children's area activities depends on the level of pedagogical sensitivity of the teachers. The more sensitive a teacher is, the better he or she will be able to find the right opportunity to intervene in young children's conflicts and provide appropriate guidance to young children, which will facilitate young children's learning of social interaction skills and the achievement of harmonious and good interpersonal relationships in conflicts.

In the face of young children's conflicts in regional activities, teachers should not only grasp the appropriate time to intervene, but also be aware of what should be taught to young children through their conflict behaviors, and take timely and appropriate guidance to repair and promote the relationship between young children, giving full play to the teaching value contained in young children's conflicts, so that young children can treat others, deal with others, develop friendships This will enable young children to develop deeper interpersonal relationships, such as treating others, dealing with others, and developing friendships.

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