

# *Innovative Strategies for Cultivating English Ability of Preschool Teachers*

**Jinping Qiu**

*Hegang Normal College, Hegang, 154107, China*

**Keywords:** English Teaching; Preschool Teachers; Ability Development

**Abstract:** With the development and changes of the times, early childhood education is no longer just accompanying children, but falls under the concept of "lifelong learning". Therefore, early childhood teachers need to expand and consolidate their knowledge level based on the professional principles of kindergarten education teachers. Preschool teachers should reflect on the situation of children's English education stage, in order to effectively transform professional knowledge into practical English teaching skills. This article explores the current situation of English education in early childhood, the quality requirements of early childhood English teachers, and research on strategies for cultivating early childhood teachers' English abilities. It also proposes specific innovative strategies for cultivating early childhood teachers' English abilities.

## **1. Introduction**

Currently, with the increasing quality requirements for early childhood education, most kindergartens have established English courses, but their learning effectiveness mainly depends on the teaching level of early childhood English teachers. Preschool teachers need to attach importance to cultivating their professional teaching skills when teaching English, and view educational courses as opportunities and platforms to enable students to appropriately utilize their abilities.[1] Preschool teachers should cultivate their classroom teaching abilities to enhance their initiative and participation in English courses, and enhance the effectiveness of English teaching for young children.

## **2. The Current Situation of English Education in Early Childhood Stage**

### **2.1. The current situation of English teaching for young children**

The third chapter of China's medium to long-term education reform and development plan outlines that by 2020, one year of preschool education will be fully popularized, two years of preschool education will be basically popularized, and three years of preschool education will be popularized in areas where conditions permit. As early as 2011, the Ministry of Education took the lead in implementing the "three-year action plan" to build, renovate, and expand approximately 90000 kindergartens within the next three years, which will create over 5 million new kindergartens.[2] With the increasing economic and cultural interaction between China and developed Western countries, the importance of the English language is increasingly recognized, and the starting point for learning

English has shifted from middle school to kindergarten.[3]

Currently, the majority of English teachers in kindergartens come from secondary preschool normal schools. Even though these teachers' English teaching styles are lively and attractive to children, due to limited knowledge and skills, their spoken English is relatively poor and their pronunciation lacks standardization. Some kindergartens send teachers to educational institutions for a series of training before taking over English teaching, and the teaching mode also lacks innovation.[4] English teachers for young children do not have a good understanding of the methods and organizational structure of English teaching for young children, and their own research level and theoretical knowledge literacy are not high, resulting in unsatisfactory results in English teaching for young children.

## **2.2. Requirements for early childhood English teaching**

Phonetic imitation is one of the key means of language learning in early childhood. By providing clues through certain daily activities or games, children will imitate the language and discourse of adults, and often receive adult motivation, adjustment, and reinforcement. If this process occurs naturally and has the teacher's attention and deliberate guidance during this process, imitation behavior will develop during the child's physiological maturity. The crucial role of imitation in children's language learning places a higher demand on the oral, pronunciation, and expression levels of young children's English teachers. Only professional young children's English teachers have the ability and qualifications to teach English to young children.[5]

## **3. Quality requirements for early childhood English teachers**

### **3.1. Should have a passion for early childhood education**

The first requirement of the Chinese government for the "initial qualification of preschool teachers" is to "love the discipline of preschool education". The care and care of preschool teachers for young children is the key to their physical and mental growth. Adults' love for young children brings psychological satisfaction, optimistic emotional state, stronger self-confidence and love to young children. Love is a prerequisite for good education for young children. Soviet professor Sukhomlinsky said, "Learning is not about transferring knowledge from the teacher's mind to the learner's mind, but rather about the interaction between the teacher and the child as living beings." The atmosphere of love between the teacher and the child can encourage children to enjoy learning.

### **3.2. Possess solid basic skills**

For early childhood English teachers, the most important thing is to have good English professional skills, such as accurate oral pronunciation, fluent expression ability, child-centered educational principles, and the ability to flexibly use other languages. They should be able to apply these skills to English education and daily cultivation, cultivate children's interest in English learning with their own literacy, and correct their shortcomings in English learning to enable children to learn English in an environment led by professional teachers, laying a solid language foundation for their future development.

### **3.3. Creating a vibrant classroom**

The age characteristics of children in early childhood make it easier for them to adapt to gamified teaching methods. In addition to strengthening English language skills, preschool English teachers should have appropriate knowledge of music and dance, which can lead children to sing English songs and perform simple dances, stimulate their potential for learning English, and design interesting

games to integrate learning content. In order to enhance children's fun and initiative in learning English, English teachers should fully utilize their strengths in painting, singing, dancing, performing, creating and organizing games, and combine their personal qualities to create a more vivid and dynamic teaching environment.

### **3.4. Establishing the concept of lifelong learning and the spirit of daring to innovate**

Due to the conditions of the venue and the level of children themselves, most English teachers for young children lack the spirit of research and innovation. Excellent early childhood English teachers should constantly learn new knowledge, absorb new information, expand their knowledge, and continuously research and innovate in their teaching. Children in early childhood are curious about everything, but they often feel bored. So, English teachers for young children need to be able to innovate and constantly develop new activities to increase their interest in learning. When training early childhood English teachers, it is necessary to not only increase one's own knowledge and skills, but also increase one's own level of innovation.

## **4. Research on Strategies for Developing English Ability of Preschool Teachers**

In kindergarten English classroom teaching, preschool English teachers need to apply different English teaching modes according to the actual learning needs of children. Based on the current English proficiency of young children, English teachers for young children can not only handle their learning problems in a timely and efficient manner, but also deepen their mastery of English words and sentences through interesting and targeted English teaching. In the process of teaching English to young children, teachers can integrate teaching into specialized educational materials, conduct appropriate extracurricular exercises for children, and create vivid and informative multimedia files such as PPTs. Combining pictures and videos, teachers can provide children with good auditory and visual senses, thereby increasing their understanding of simple vocabulary. This is a core component of the English teaching process for young children and a powerful way to increase their mastery of English knowledge and interest in learning.

As part of bilingual education, early childhood education teachers should be committed to strengthening children's oral practice. The level of spoken English is an essential element for children to learn English. Therefore, in early childhood English teaching, teachers should attach importance to cultivating children's English speaking skills. Preschool English teachers need to possess professional English literacy, enhance the standardization of English pronunciation and intonation through vivid dialogue practice, develop reading, writing, and speaking skills, and enhance their knowledge of British and American culture. In the context of internationalization, the widespread applicability of English has been recognized. English learning should start with children, and according to the current trend, English should be taught in kindergartens. In line with the English Curriculum Standards, kindergarten teachers should provide basic English language skills education for children in kindergartens and prepare them for the transition to primary school. Researchers have found that the optimal stage for young children to learn English is between the ages of 3 and 8. During this period, it is crucial for preschool teachers to enhance children's oral language skills and enhance the quality of English learning. Preschool teachers should encourage children's interest and enthusiasm in learning English, so that they can lay a solid language foundation.

Preschool English teachers can use real-life scenarios to teach English in the context of English language communication. Children can experience the charm of English language and strengthen their memory of knowledge through repeated practice and imitation. Preschool English teachers need to master as much English grammar and English cultural knowledge as possible, and should attach importance to developing children's listening and speaking abilities, so that children can move from simple imitation of English to flexible use of words and grammar. Bilingual teaching requires teachers to adopt creative teaching methods and conduct English teaching based on actual learning situations.

Young children need basic listening and speaking skills as well as English language skills. Preschool English teachers need to be familiar with the content of English language teaching, and can use story based teaching methods to vividly and interestingly tell children about the different cultural backgrounds of English speaking countries. They can integrate extracurricular extended knowledge into kindergarten English classrooms, cultivate children's thinking and exploration abilities, and enhance their comprehensive literacy.

## **5. Specific Innovative Strategies for Cultivating English Ability of Preschool Teachers**

### **5.1. Preschool English teachers should develop their own skills in practical oral English teaching**

Improving one's English speaking teaching skills for preschool teachers is not only beneficial for one's future teaching career, but also for the overall quality of teaching work. Preschool teachers should make full use of modern teaching resources when teaching English to young children, and use these teaching resources to develop their own oral English proficiency. Early childhood English teachers need to unleash creativity in their teaching by creating specific English contexts that children can participate in, making the teaching classroom lively and lively. The most important aspect of bilingual education for young children is that teachers need to have correct expression skills, so teachers should focus on practicing their English pronunciation standards and gradually cultivate the purest level of English fluency through training. As is well known, words are the core of the English language, and a certain vocabulary makes it easier for trained teachers to teach English. Preschool English teachers need to develop their comprehensive English ability, improve the understanding and recitation of English sentences and paragraphs, and increase the level of English understanding and expression to improve English understanding.

### **5.2. Early childhood English teachers should encourage children to use English as a communicative language**

Children in early childhood are young, curious about exploration, and have strong imitation abilities. Early childhood English teachers should develop more communicative activities in the classroom, so that children can effectively demonstrate their English knowledge and skills. A high level of English language proficiency can lay a solid foundation for children's future learning and development. English teachers should start teaching children 26 basic letters and can encourage them to imitate the pronunciation of these letters by playing the original sound recording. By improving children's pronunciation and intonation, teachers continuously motivate them to learn and communicate in English, enabling them to pronounce fluently and beautifully. Children's English thinking should gradually develop. Bilingual teaching does not underestimate Chinese, but rather allows learners to stimulate their language learning abilities and develop their oral communication skills while continuing to develop their language abilities.

### **5.3. Early childhood educators should optimize the management of English teaching**

When designing and implementing learning activities for young children, preschool teachers should focus on communication with children, be willing to motivate and evaluate children, summarize and reflect on English teaching methods, in order to effectively transform professional knowledge into practical English teaching skills. To ensure the healthy and effective growth of children's physical and mental health, early childhood English teachers should attach importance to implementing individualized teaching, pay attention to the effectiveness of each class, continuously improve English teaching practice models, innovate English teaching concepts, and pay attention to the training of pre service English teachers to promote the overall skill development of early

childhood teachers. English teachers should teach children the most basic ways of communication and expression. Children can use English to introduce themselves, demonstrate the practicality of English in daily applications, showcase their personal qualities and potential, and promote their multifaceted growth.

#### 5.4. Emphasis should be placed on developing young children's language abilities

In bilingual teaching in early childhood, teachers must ensure that students consolidate new knowledge of the English language as soon as possible and conduct corresponding classroom tests to confirm children's mastery and application of the new knowledge content. When children learn to expand their thinking during the learning process, it will not only broaden their horizons, but also help them feel the fun of learning new things in English in the classroom. Mastering and absorbing English knowledge points requires a process, and preschool English teachers should teach children to strive to establish connections between individual English vocabulary and real-world objects, imagine the perfect fusion of English and newly learned knowledge. English teachers should take care of children and give them more opportunities to showcase themselves. Teaching based on scientific methods should enable children to actively and correctly understand nature, explore and think about science, and learn and understand the mysterious English world. In order to ensure the good physical and intellectual development of young children, preschool teachers should also pay attention to teaching according to their aptitude, gradually improve their English education practice level, innovate English teaching concepts, attach importance to the artistic literacy of preschool teachers, and increase their comprehensive abilities.

## 6. Conclusion

In summary, early childhood English teachers should provide more opportunities for children to fully utilize their English skills for expression in an interactive and interesting classroom activity with an international atmosphere. Preschool English teachers should guide children to imitate and follow English, and speak English confidently by following the teacher's reading aloud. In the early stages of young children learning English, teachers should emphasize cultivating their interest in language learning. English teachers must recognize the psychological condition of children, provide early psychological support for children with difficulties in learning English, and encourage them to cope with adversity, thereby promoting healthy physical and emotional development.

## Acknowledgement

"Research on the Demand and Training Strategies for Early Childhood English Education Talents in Hegang Area" Project number: JJC1213007.

## References

- [1] Li H. *Research on the training of skilled preschool education professional English teachers for preschool children* [J]. *Liaoning Journal of Vocational Education* 2016; 18 (02): 62-64.
- [2] Yu X. *Exploration of English curriculum teaching in preschool education under the background of vocational ability cultivation* [J]. *Campus English* 2020; (27): 75-76.
- [3] Zeng X. *Innovative strategies for cultivating English ability of preschool teachers* [J]. *Education Modernization* 2018; 5 (05): 55-56.
- [4] Lou Y. *Pre service training of professional ability and vocational skills for preschool English teachers* [J]. *Times Education* 2015; (10): 5.
- [5] Meng H. *Exploration of cultivating the innovative ability of preschool English teachers* [J]. *Basic Education Research* 2003; (10): 40-41.