

Research on Effective Approaches and Methods of Language Education in Preschools

Aixia Dong^{1,*}

¹ Hulunbuir University, Hulunbuir, Inner Mongolia, China

*corresponding author

ABSTRACT. In recent years, with the implementation of educational reform measures such as the new curriculum reform, preschool education has become the focus of attention at this stage. Since preschool education is not only the foundation of children for future life, but also the education foundation in the language field, language education in preschools is not only the foundation of preschool educational activities, but also the foundation of carrying out language education. Therefore, exploring effective approaches and methods for language education in preschools has become the key of preschool education. Based on the above analysis, the research on effective approaches and methods of language education in preschools has been conducted in this paper.

KEYWORDS: Preschool, Language education, Education approach

1. Introduction

Preschool, as an important place for the enlighten education of preschoolers, has a crucial influence. Meanwhile, the language education in preschools is the foundation of educational activities in other areas of preschools. Therefore, preschools need to pay full attention to the thinking and application of educational approaches and methods in carrying out language education. Accordingly, preschools can formulate relevant teaching objectives, adjust and enrich teaching content in language education for preschoolers, and improve language teaching quality, thus promoting the development of preschoolers' language ability.

2. The Development of Language Teaching Activities in Preschools

The smooth development of education in preschool is closely associated with the determination of teaching content and the formation of teaching objectives for language education in preschools. At the stage of preschool education, language education is particularly important, which is not only an effective approach to help preschoolers understand the world by language, but also the key to promote their future study and life. Therefore, the formulation of effective language teaching program and objectives in preschools is a critical factor to further ensure that the language education in preschools has practical effects. However, when corresponding teaching objects for language education of preschoolers are formulated in preschools, certain principles shall be adhered to as follows: firstly, the teaching objectives should be as concise and clear as possible; secondly, the composition of teaching content should be as rich as possible and has practical teaching significance; thirdly, the teaching objectives should be formulated in accordance with teaching aims and have certain directionality; fourthly, relevant teaching content should be prepared and teaching activities should be carried out according to the characteristics of language development of preschoolers.

3. Analysis on Methods of Promoting Preschool Language Education in Teaching Activities

3.1 *Combine Pictures with Texts to Exercise the Ability of Language Organization*

Teaching with vivid pictures is one of the main teaching methods in preschools. In practical teaching, the illustrations in teaching materials can be fully utilized in classroom for language association, so as to exercise the preschoolers' ability of language organization ^[1]. Early childhood teachers should timely master the language development stage of preschoolers in classroom teaching, so as to guide preschoolers to express their opinions through the understanding of the illustrations in the books. In this way, it can not only achieve the purpose of language training for preschoolers, but also allow children to develop rich imagination and exercise their imagination ability.

3.2 Create Situations to Expand the Language Space

Knowledge comes from life, and language learning can also be combined with the creation of life situations. Therefore, in classroom teaching, teachers can carry out teaching by creating certain teaching situations, build good atmosphere for language exercise of preschoolers, and expand the language space. For instance, the language situation can be set by combining seasonal change: what will happen when spring comes? According to the situation in the classroom, teachers can give some guidance and lead the children to discuss the changes in weather, temperature, animal and plant, and even their own clothing, so as to make children actively speak and express their views. With the extension method from one point to multiple aspects, the language space is further expanded. The creation of question situations can not only promote the exercise of language expression, but also simulate preschoolers' enthusiasm for language expression. In addition, with the expansion of language education space, the understanding of preschoolers for things around them is deepened and the language expression ability is improved.

3.3 Improve the Occasion to Create Language Use Situation

Generally speaking, children have simple understanding of the world in early childhood, so their daily behaviors are more influenced by their own knowledge and emotions. To this end, it is necessary for early childhood teachers to conduct classroom teaching according to the situation, thereby creating a language use situation. For instance, in the story *Little Bell*, although small tabby cat does not lend its bell to friends, it is still rescued by its friends when fall into the water, so the small tabby cat is ashamed of what it has done. By learning, the story can be combined with the reality. For instance, teachers can discuss the meaning of sharing and the importance of helping each other with the children, so as to guide the children to discuss the above points. Through the discussion of the story content, not only the verbal communication ability of children is practiced, but also the theme of the story is explored, which deepens the teaching content.

4. Analysis on Approaches of Promoting Preschool Language Education Outside Teaching Activities

4.1 Carry out Preschooler Reading Activities to Improve Preschoolers' Language Application Ability on the Whole

Reading activity is of the essence in teaching preschoolers. Generally speaking, reading activities can be carried out in two forms: teacher reading and children reading. In this process, not only children need to have a foundation of language and characters, but also teachers need to have a certain language attainment and teaching level, so as to achieve good teaching results in the process of organizing reading activities^[2]. Therefore, in preschool education, it is also necessary to strengthen the overall quality of early childhood teachers, so as to ensure that the law of language development for preschoolers can be better grasped. Furthermore, the development of reading activities should also be innovated. Other activity forms such as exchange of reading materials and free reading besides single story books or popular science readings can be adopted to broaden the children's horizons and exercise their listening, speaking, reading and writing skills.

In implementing actual activities, activities such as Growing up with Knowledge, Reading Competition, and Reading of My Book can be held. In this process, teachers can communicate with parents to lead children to exchange books for reading. Meanwhile, preschools should open reading places such as libraries and reading rooms, and provide reading materials. For competitions and other projects, it is necessary to encourage children to actively participate in before the activities are carried out, and motivate them to choose their favorite readings and read with emotion. In addition to these, certain systematicness and planning are required for the selection of reading materials, which should be appropriate for the language development stage and knowledge extension depth of preschoolers, so as to avoid the situation that there are too many new words and children do not understand the content.

4.2 Develop Games for Preschoolers and Adopt Various Activities to Carry out Teaching

In the early childhood stage, most children are in a state of curiosity and activity. In the face of this feature, preschools are required to combine games such as making three-dimensional paintings, recomposing children's song and group dancing while developing language education to enliven learning atmosphere and expand the scene of using language. Meanwhile, teachers should keep it in mind that the game activities are carried out to further expand the language education in preschools. Therefore, there is no need to define the game contents and forms too strictly, so as not to bring too much learning burden to children and put the incidental before the fundamental^[3].

For instance, teachers can lead students to design posters with the theme of "My Homeland and I" on the 70th anniversary of the founding of the People's Republic of China. The form of the posters can be, but is not limited to, the

blackboard in the classroom, crayon drawings and three-dimensional drawings to enrich children's imagination and exercise their language expression skills. Similarly, independent choreography can be performed based on children's song such as Leap Frog. Teachers can lead the children to understand the artistic conception and semantics of the song, and choose dance movements that conform to the song's true meaning and adapt to the children's imitative ability.

4.3 Carry out Story Association and Refine on Teaching Content

For preschoolers, rich imagination is the initial way for them to understand the world. Therefore, in language education, teachers can use the imagination of children and carefully select stories that meet the children's cognition to expand the content, so as to exercise the language ability of children and further stimulate the imagination of children.

Language is the key carrier of human communication, and plays an important role in human social life. The language ability and social cognition of children are still in their infancy, so the selection of teaching content for preschool children must be refined. Only after this, can teaching activities such as story association be carried out according to the teaching aims of language education. Story association activities can be developed in two forms. One is the expansion of the content of storybooks; another is the second creation for stories through imagination. For instance, in the story *Sister Autumn's Letter*, Sister Autumn writes to wild goose, black bear and children. Can the children think of whom else Sister Autumn would write to? What would she write? Or how do children feel about the comparison over the size of monkeys, mice, and beetles in the *You're Too Small!* Is it possible to make a creation based on the situation that the little monkey does not want to be the smallest?

5. Conclusion

In conclusion, it can be said that the development of preschoolers represents the future development of China, and the language ability is the key to a person's social development, so the teaching quality in language education of preschools must be ensured. In the process of developing language education in preschools, the language teaching must always be the focus. Meanwhile, classroom teaching and out-of-class teaching should be combined to fully integrate life practice and language teaching, so as to lay a solid foundation for preschool language education in the whole teaching process and the children's lifelong development in the future.

References

- [1] LI Q H. "Study on the Ways and Strategies of Language Education in Preschools". *Good Parents*, No. 38, pp. 36-36, 2017.
- [2] Dai L H. "Analysis of the Teaching Effectiveness in Early Childhood Language Education". *Good Parents*, No. A1, pp. 105-105, 2018.
- [3] Shi Y Q. "Design of Teachers' Questioning in Preschool Language Education Activities". *Good Parents*, No. 47, pp. 96-96, 2017.