

Analysis of Classroom Teaching Methods for Children English in Higher Vocational Colleges' Preschool Education Major

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Abstract: The field of preschool education is a comprehensive and highly applied discipline, and the quality of talent cultivation within this domain significantly impacts the advancement of preschool education. Given the multifaceted nature of the preschool education major, including the development of children's language abilities, particular attention is devoted to the exploration of English classroom teaching. Effectively guiding students in mastering the construction of English classrooms and acquiring efficient teaching methods is a pivotal foundation for fostering the development of children's language cognition and enhancing language proficiency. This article analyzes the deficiencies in the exploration of teaching methods for English classes in preschool education majors at higher vocational colleges and succinctly introduces effective exploration methods for reference.

Keywords: Higher vocational colleges; Preschool education major; Preschool english classroom; Teaching method exploration

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1. Introduction

The high-quality development of society relies on the promotion of quality education. The cultivation of talents in early childhood education, as a crucial component of enlightening education, has a direct and profound impact on the quality of early childhood education. Moreover, the vast population base in China determines a significant talent gap in the field of early childhood education. To further enhance the quality of early childhood education, it is necessary to ensure the high quality of professionals in early childhood education^[1]. It is evident that the cultivation of high-quality talents requires actively exploring feasible methods and approaches, and applying them in daily teaching activities. In the exploration of teaching in English for young children, diverse forms such as questions, scenarios, games, projects, etc., should be employed to guide students in simulation, practice, exploration, application, and summarization. This helps students better grasp effective methods for constructing English classes for young children, and continuous improvement and innovation on these methods, enhancing students' practical abilities to promote the quality improvement of early childhood education.

2. Issues in the Exploration of Preschool English Classroom Teaching in Vocational Colleges

(1) Lack of effective case support

The practical and specialized nature of the preschool education major dictates the need for diverse means to reinforce talent skills in training. Beyond theoretical explanations in textbooks, the use of case demonstrations is essential to deepen students' understanding of knowledge. Particularly in the context of constructing preschool English classrooms, the age characteristics, physical and mental development patterns, and cognitive conditions of young children necessitate a variety of methods and approaches in the application of teaching methods^[2]. To enhance the quality of talent cultivation, diverse case resources should be applied to provide greater inspiration to

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students in preschool education.

However, the current situation and outcomes of talent cultivation in preschool education majors in vocational colleges indicate insufficient ideal quality due to the singularity of resources and the backwardness of cases in the imparting of knowledge on preschool English classroom teaching. In the backdrop of the new era, the construction methods and strategies for preschool English classroom teaching are more diverse, modern, and typical cases can offer better learning inspiration to students. The lack of up-to-date and diverse cases affects the effectiveness of talent cultivation in preschool education majors.

(2) Lack of effective contextual support

English, as a widely used language, is playing an increasingly important role in the current more open environment. Guiding and cultivating young children in learning English during the early childhood stage has become a trend. However, there are significant differences in methods, patterns, and outcomes between early childhood English learning and systematic school education. Early childhood English teaching primarily focuses on sparking interest and engaging children. This also implies the importance of classroom teaching. Therefore, in the training process of professionals in early childhood education in higher vocational colleges, attention should be paid to the application of English classroom teaching methods. For students majoring in early childhood education, being competent in teaching English to young children requires learning and mastering the corresponding methods.

Although the training process for professionals in early childhood education involves explaining and applying teaching methods, practical experience is crucial. Only with corresponding situational support can students better experience the skills of applying teaching methods, adjust the teaching pace, improve teaching methods based on the actual situation and real feedback from young children, and enhance the learning outcomes for young children^[3]. However, looking at the current reality of training professionals in early childhood education in higher vocational colleges, due to a lack of effective situational support, students have limited real participation and experience in the learning process. During teaching, the emphasis is still on teacher-led explanations, limiting students' understanding of theory. This limitation can also affect students' practical operational abilities, making it difficult for them to apply and adapt teaching methods based on the actual situations of young children in real job positions.

(3) Lack of effective project practice

In the context of the new era, higher vocational colleges, in the training of early childhood education professionals, need to actively explore effective methods and paths. It is particularly important to break through the passive learning situation of students in traditional teaching models. This can be achieved by establishing diverse project-based practical activities, allowing students to explore and apply effective teaching methods in early childhood English classrooms. This includes various teaching methods and formats such as group project collaboration activities, teaching case design, and practical project activities to enhance students' learning abilities. The goal is to help students better grasp early childhood English classroom teaching.

However, looking at the current status of early childhood English classroom teaching and the training of professionals in early childhood education in higher vocational colleges, there is still considerable room for improvement in students' mastery of teaching methods in early childhood English classrooms. This is evident in students' theoretical understanding of teaching but their inability to put it into practice. The underlying reason is that students have not systematically applied skills and methods in real projects, resulting in a lack of intuitive and comprehensive awareness of their learning abilities and teaching proficiency. This limitation also affects the training of professionals in early childhood education, and the constraints in early childhood English classroom teaching methods imply potential impacts on students' learning and application abilities in other areas.

(4) Lack of timely summative evaluation

In the training process of talents in preschool education majors in vocational colleges, whether in the study and application of preschool English classroom teaching methods or in other methods related to early childhood education, it is essential to conduct timely summative evaluations. Effective evaluations help to understand students' learning situations, theoretical understanding, and practical operational abilities. By adjusting teaching methods and patterns based on individual student situations and the requirements of talent cultivation in preschool education majors, a well-designed evaluation system contributes to the effective guidance of students. However, the lack of a comprehensive and timely evaluation system for the training effect of talents in preschool education majors, coupled with the partial and delayed application of evaluation methods, and the single evaluation subject, results in an inability to promptly identify and address difficulties and problems in the application of preschool English classroom teaching methods. This deficiency prevents effective guidance for students and indicates that there is room for improvement in teaching evaluations.

3. Preschool English Classroom Teaching Methods in Vocational Colleges

(1) Enrichment of case resources for enhanced teaching inspiration

In the application of preschool English classroom teaching, vocational colleges should emphasize the richness of teaching resources. Only with comprehensive resource support can students gain a more profound understanding of the methods used in preschool English teaching and appreciate the diversity and uniqueness of children's learning processes. To achieve this, vocational colleges should actively play a leading role, analyze in-depth the factors influencing the training of talents in preschool education, and continually improve teaching resources by addressing the deficiencies in case resources. Diverse case examples should be utilized to inspire students.

It is crucial to leverage modern information technology actively, utilizing various technological means to explore and integrate all types of educational resources. These resources should cover various aspects of preschool English teaching, including but not limited to instructional design, teaching methods, and assessment. This approach allows students to flexibly apply their knowledge in practical teaching situations, thus enhancing the overall teaching effectiveness^[5]. For instance, in instructional design cases, situational teaching models, game-based teaching methods, and role-playing approaches can be employed. Through modern and representative case resources, students gain insights into the diversity and possibilities of children's English learning. The application of diverse teaching methods enables students to adapt their teaching strategies based on different teaching goals and contents.

(2) Scenario-Based teaching to enhance practical skills

The cultivation of talents in preschool education majors involves specific characteristics due to the uniqueness of the profession and positions. In the actual teaching process, students will inevitably face different individual children with varying interests and levels of participation in English learning. Therefore, the application of methods in preschool English classroom teaching needs to be adaptable and context-specific, considering the actual situations of the children. To help students in preschool education majors better grasp the teaching methods in preschool English, creating scenarios is essential to enhance their practical skills.

By simulating real scenarios, such as using actual kindergarten classroom environments, students can personally experience the entire process of preschool English teaching, cultivating solid teaching fundamentals. This scenario-based teaching method allows students to master teaching methods and skills in practice and learn to adjust teaching strategies based on the actual situations of the children. In the context of the scenario, students can more effectively experience the application of preschool English teaching methods and improve their adaptability and

practical skills through real-time feedback^[6]. The creation of scenarios helps improve students' practical skills. During the scenario creation process, teachers can organize activities such as role-playing and teaching demonstrations to allow students to master teaching methods and skills in practice, adjusting teaching strategies based on the actual situations of the children.

(3) Project practices for comprehensive competence enhancement

In the context of higher vocational education, in addition to continuously optimizing and enriching theoretical resources, enhancing students' comprehensive competence through diverse project practice activities is essential. In project practice, several aspects can be addressed.

Firstly, by designing practical teaching cases, students can integrate theoretical knowledge with practical work, improving their education and teaching abilities. In the process of designing teaching cases, students need to consider factors such as the age characteristics, interests, and cognitive levels of children, helping them better grasp education and teaching methods and laying the foundation for future preschool English teaching. Secondly, through educational research projects, students can develop the ability to identify, analyze, and solve problems. By participating in educational research, students can gain in-depth insights into the current status, needs, and trends of kindergarten education, thereby enhancing their educational concepts and policy literacy. Students can also learn how to communicate with frontline teachers, parents, and children, cultivating good interpersonal communication skills.

In the process of conducting project practice activities, not only can students enhance their teaching abilities, but it also contributes to improving their teamwork skills. In practice, students need to work together with team members to complete various tasks, such as division of labor, collaboration, and discussions. Through project practice, students strengthen the application of theory and practice, fostering a foundation for collaborative educational activities with colleagues in future kindergarten work.

(4) Improvement of evaluation system to enhance teaching quality

To ensure the quality of talent cultivation in preschool education majors and help students better grasp the teaching methods of preschool English classrooms, it is crucial to construct and improve an effective teaching evaluation system. Through an effective evaluation system and construction, students can better understand their learning situations, knowledge comprehension, and application abilities. It provides more intuitive and timely feedback on students' learning situations, enabling them to identify and address deficiencies and adjust methods and learning strategies for better learning outcomes. In the construction and improvement of the evaluation system, establishing a diverse evaluation subject is the foundation. Evaluation subjects include teachers, students, and parents. Teachers, as providers of professional knowledge, have an in-depth understanding of students' learning conditions. Students, as the main learners, their feelings and feedback are crucial for evaluating teaching quality. Parents, as the first educators of children, their needs and expectations for kindergarten education can help us better cultivate talents in preschool education. Through the collective participation of these three subjects, a comprehensive understanding of students' performance in preschool English teaching can be achieved, providing a basis for improving teaching quality.

Furthermore, using diverse evaluation methods is essential for a comprehensive assessment of students' learning outcomes. Classroom observations can directly assess students' teaching abilities and methods. Teaching practices are crucial for testing students' theoretical knowledge and practical skills. Demonstrating achievements can showcase students' highlights and areas for improvement in the teaching process. Through these evaluation methods, a comprehensive understanding of students' performance in various aspects can be achieved, further optimizing teaching content and methods.

4. Conclusion

In conclusion, under the backdrop of educational informatization, vocational colleges need to adapt to the changing times and the real demand for highly qualified preschool education professionals in social development. By combining the disciplinary characteristics of preschool education majors and addressing the current situation of higher vocational education, a comprehensive analysis of problems and precise solutions should be undertaken. Through the enhancement of innovation in curriculum design, effective management of the teaching process, continuous upgrading of teaching services, and the improvement of the information teaching capabilities of teachers, the quality of preschool education majors can be effectively improved to meet the needs of the evolving education landscape.

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