

Analysis on the Cultivation of English Teaching Skills for Preschool Education Majors

Jia-Hui Zheng*

Xinjiang Normal University College, Urumqi, Xinjiang, 830000, China

*Correspondence to: Jia-Hui Zheng, Xinjiang Normal University College, Urumqi, Xinjiang, 830000, China, E-mail: 51478716@qq.com

Abstract: With the development of society and the innovation of educational concepts, preschool education, as an important part of education and teaching, has attracted more and more attention. In preschool education, English teaching is a very important part, and whether preschool education majors can master good English teaching skills has a significant impact on the quality of English teaching in preschool education. At present, many kindergartens face some problems in English teaching due to the lack of teaching resources, which is not conducive to the optimization and development of preschool education. Therefore, this paper explores the elements and cultivation strategies of English skills for preschool education majors.

Keywords: Preschool Education Major; Teaching Skills; English Teaching

Introduction

Early childhood is a crucial period for individuals to learn language. Many kindergartens have fully recognized the importance of English education and have introduced English courses. To ensure the quality of English teaching in preschool education, preschool teachers must not only possess relevant knowledge and skills in early childhood education but also have good English teaching skills. At present, although students majoring in preschool education have undergone systematic learning and have acquired relatively comprehensive knowledge and skills in preschool education, there are significant shortcomings in English teaching skills. Therefore, exploring strategies for cultivating English teaching skills for preschool education

majors holds positive practical significance.

1. Elements of English Teaching Skills for Preschool Education Majors

1.1 Good Foundation and Skills in English Language

Early childhood is a crucial period for language acquisition, where the focus of teaching is not merely on imparting complex English knowledge and skills to children, but rather on cultivating their interest and habits of learning while enhancing their perceptual abilities towards the English language. Children learn through perception and form habits through imitation, making the language foundation and skills of early childhood teachers profoundly influential during this process. For instance, if a teacher's English pronunciation is accurate, children will gradually



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adopt these habits through exposure, thus laying a solid foundation for their subsequent English learning. Therefore, as aspiring early childhood educators, preschool education majors must first possess a good foundation and skills in the English language to ensure standardized and effective English teaching for children. Additionally, preschool teachers need to have excellent oral communication and interpersonal skills in English. While organizing English activities using simple English, they should also promptly correct any errors in children's English expressions, thereby imposing higher demands on the English language foundation of preschool education majors.

1.2 Comprehensive Knowledge and Skills in Preschool Education

For effective English education for preschoolers, teachers not only require a solid foundation in English but also need to grasp comprehensive knowledge and skills in preschool education. Preschool English teachers cater to children who have their unique characteristics during this developmental stage. Only by mastering the knowledge and skills of preschool education and having a full understanding of children's developmental status and learning needs can teachers ensure that English teaching aligns with the actual circumstances of children. Children's language acquisition follows certain patterns, and without the corresponding knowledge and skills, teachers may struggle to adapt teaching to the learning patterns of children, resulting not only in ineffective teaching but also potentially diminishing children's interest in English learning, consequently negatively impacting their subsequent English learning. Considering the age, characteristics, and interests of preschoolers, who often prefer gamified and engaging teaching methods, students majoring in preschool education need to recognize this trait and possess the ability to organize diversified forms of English teaching. This ensures that English teaching is more aligned with children's learning patterns and developmental stages, thereby enhancing the quality of English teaching.

1.3 Integration of Theoretical and Practical Teaching Skills

Due to the unique characteristics of preschool English teaching, many preschool education majors offer courses related to preschool English teaching skills to

ensure that students are better prepared for teaching positions. However, in practice, due to the disconnect between theory and practice, although students majoring in preschool education may have acquired some theoretical knowledge in English teaching, they still lack sufficient understanding of how to apply these theories in practice. This situation results in students not mastering comprehensive English teaching skills, requiring a considerable amount of time and exploration after entering teaching positions to gradually acquire practical methods of English teaching. To address this issue, when cultivating English teaching skills for students majoring in preschool education, emphasis should be placed on integrating theory with practice. On one hand, the proportion of practical teaching in the curriculum should be increased, and on the other hand, students should be provided with more practical training opportunities. This approach aims to address the disconnect between theory and practice, allowing students majoring in preschool education to not only grasp the theoretical aspects of English teaching skills but also apply them in practice, thereby providing more robust support for improving the quality of English teaching in preschool education.

2. Strategies for Cultivating English Teaching Skills for Preschool Education Majors

2.1 Strengthening Oral Training to Enhance Expression Abilities

To conduct high-quality English teaching for preschoolers, preschool English teachers must first possess good oral expression and listening abilities. They need to ensure not only the accuracy of pronunciation but also appropriate rhythm to facilitate effective communication with children. Therefore, in cultivating English teaching skills for students majoring in preschool education, emphasis should be placed on developing listening and speaking abilities in English. Firstly, it's essential to enhance training in English pronunciation. The accuracy of a preschool teacher's English pronunciation directly impacts the quality and effectiveness of preschool English education. However, at present, students majoring in preschool education may encounter some issues in English pronunciation. Therefore, strengthening pronunciation training is necessary. In addition to frequent listening

and speaking practice to form correct pronunciation habits through imitation, interactive communication time and space should be provided in the classroom. This allows students to use English for communication, mutual supervision, and learning, thereby correcting pronunciation issues in English expression. Utilizing recordings enables students to identify and improve their pronunciation errors, fostering their self-correction abilities. Beyond class time, exposure to accurately pronounced English songs, skits, etc., aids in repetitive listening and learning, enhancing the quality of language input. Only with sufficient language input can students accurately produce output during expression. Secondly, it's crucial to enhance training in English intonation. While English intonation varies in different scenarios and environments, it contributes to fluent and pleasant English expression when combined with correct pronunciation. This lays the foundation for effective preschool English education. Therefore, teachers can create a conducive language environment by playing relevant English movies, encouraging imitation, role-playing, etc. These are effective methods for training students in intonation. They not only cultivate a favorable English language learning environment for students and deepen their understanding of English but also stimulate their learning interests. With multisensory stimulation, students can master proper English intonation, thus laying a foundation for better career prospects and high-quality English teaching in preschool education.

2.2 Intensify Practical Training to Optimize Practical Skills

After mastering the necessary foundational knowledge and pronunciation skills, students need practical training to integrate theory with practice. This prepares them to handle various practical issues and situations they may encounter in future teaching positions effectively. Therefore, emphasis should be placed on enhancing students' practical training. In addition to diverse teaching activities, simulated preschool teaching sessions should be conducted. This allows students to design and conduct practical exercises integrating knowledge and skills in preschool education and English teaching. Through simulated teaching, students can hone their practical English teaching skills. During this process, teachers should guide

students to set reasonable teaching objectives, select appropriate teaching materials, and prepare adequately. This helps students develop good lesson preparation habits. During lesson preparation, students should organize teaching processes considering children's characteristics. For example, utilizing teaching tools such as pictures, videos, and real objects can make English teaching more lively and interesting. Teachers should guide students in writing teaching plans and objectively evaluate their plans to improve their plan-writing abilities, thus supporting better simulated teaching. Simulated preschool English teaching not only enhances students' teaching and English expression skills but also helps them identify their own issues and shortcomings, allowing for targeted improvement measures. During simulated teaching, teachers should carefully listen and evaluate the teaching process, content, and methods together with other students. For example, if a student's teaching process is smooth, and the teaching methods chosen are interesting and aligned with children's learning characteristics, but there are issues with the selection of teaching content, resulting in the failure to achieve expected educational objectives. Teachers should first affirm students' strengths and promote areas of improvement, encouraging other students to learn. Subsequently, teachers should point out the problems encountered during simulated teaching to help students make targeted improvements and continuously enhance their practical skills.

2.3 Actively Engage in Internships to Enhance Application Abilities

In the field of preschool education, internships are an essential part of practical teaching. They enable students to gain practical experience outside the classroom, apply their knowledge acquired in class, deepen their understanding, and cultivate their application abilities and problem-solving skills. This process helps students better adapt to teaching environments and provide higher-quality English teaching for preschoolers in future careers. Therefore, teachers can lead students majoring in preschool education to observe English classes in kindergartens, allowing them to gain a clearer understanding of kindergarten teaching characteristics and reflect on how to conduct teaching in future work. During this process, students

can participate in assisting teaching activities, such as leading children in singing English songs and playing games together. This close interaction not only deepens students' understanding of children's characteristics and preschool education but also stimulates their sense of responsibility and love for children. Subsequently, encouraging students to participate in internships in kindergartens during holidays allows them to integrate their knowledge and skills with kindergarten practices, fostering their practical application abilities and ensuring the alignment between preschool education majors' teaching and kindergarten's actual needs, thereby producing more English teaching professionals. Additionally, before students graduate, arranging unified internships in kindergarten English teaching allows them to participate in actual teaching activities. Students should carefully document their internship experiences and submit reports after completion. This process not only evaluates students' teaching achievements but also prepares them for future work. If any deficiencies are found, students should reflect on the teaching process promptly, identify areas for improvement, and ensure the continuous optimization of the cultivation of English teaching skills for preschool education majors, thereby nurturing more professional teachers meeting the needs of kindergarten teaching.

Conclusion

In conclusion, against the backdrop of continuous development in preschool education, the teaching standards of preschool English teachers have gradually garnered widespread attention. To enhance the overall level of English teaching among preschool English teachers, it is crucial to cultivate students' English teaching skills within the preschool education curriculum. This will enable them to better transition into their future roles and provide robust support for the development of English teaching in preschool education. Importantly, this process not only involves strengthening students' oral training but also providing

them with opportunities to apply theory into practice. Only then can students effectively integrate theory with practice and grow into outstanding talents in preschool English education.

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