

A Study on the Current Situation of English Education for Preschool Children in Non-native Language Context

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Abstract : The state hopes to further improve the comprehensive quality of the young talents in learning English for preschool children in a non-native language environment, so as to meet the requirements of the state reform in the future development, the English teaching of Social Forces, and even the English teaching of Preschool Children, has already met the basic conditions for development under the guidance of the state policy and relevant policies, but there are still some problems during this period, therefore, the study of this topic is in line with the needs of the development of English Education for Preschool children today, and in the face of the voices from all walks of life who question preschool children's English learning, through this research, the teaching team can improve their teaching methods to achieve the goal of efficient classroom.

Keywords: Non-native language situation; Preschool Children; English Education; Current Situation Research

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preschool children refer to “children who have not yet reached school age. “ From a worldwide perspective, regulations on children's school age vary from country to country. The current school age in China is six and a half years old, so preschoolers include both newborns and preschoolers, and many people might think it's ridiculous to require preschoolers to learn English, because preschoolers themselves do not have the knowledge reserve, it is natural to think that they do not have the ability to learn English, therefore, the current situation of English Education for Preschool Children in non-mother-tongue situation includes some problems caused by the above-mentioned or other factors.

1. The current situation of preschool children's English learning in non-native language situation

The situation of English education of Preschool Children in non-native language context is influenced by the character, mental characteristics and English learning quality of Contemporary Preschool Children, from these two aspects: On the one hand, preschool children are in the early stages of life development, full of life development for the unknown world and English learning, they are full of curiosity about the unknown things in the world and English learning, but at the same time, they are easy to get into bad habits such as “being distracted, not caring about English learning and playing” Furthermore, English teaching for Preschool children requires teachers to have the flexibility to communicate with children in other aspects besides teaching quality, many preschool teachers can not integrate into the world of preschool children simply because they do not understand the character characteristics of students, thus resulting in a lack of harmonious and close teacher-student relationship between students and teachers, they are naturally not interested in the knowledge of English that is taught by the teachers.

Moreover, it is precisely because of the younger age of Preschool Children today that parents do not attach enough importance to English learning and face the increasingly fierce social competition, although parents also set out from the perspective of training students to develop in an all-round way, but most of them pay attention to the cultivation of pre-school children's basic interest in music, painting and other extracurricular activities. They believe that at this age children can not have a good command of English knowledge, naturally, they don't work as hard on English as other subjects, and most parents don't know how to tutor their students in English, even the parents who face the preschool children's English knowledge mostly from the countryside to the city do not have the English knowledge of the preschool children themselves, so they can not teach the children anything.

2. The significance of preschool children s English education in non-native language context

Through this research, teachers can clearly understand the causes of the current situation of English Education for Preschool Children in non-native language situations, on this basis, the author finds out the problems in the past or the problems in the overall direction of education, which can provide some references for teachers to study this aspect. The mother tongue situation can provide a good application environment for preschool children in learning English, but this does not mean that they can not learn English or fail to learn English well in non-mother tongue situations, even if you can't form the most idiomatic English accent or habit, it is enough

for preschoolers to cope with the learning and challenges in primary school, preschool children should not be required to attain a super high level of English after learning English during this period, and their English level should be improved continuously through step-by-step accumulation and efforts, this is in line with the trend of student development and educational development.

3. Measures to improve the current situation of English Education for Preschool Children

3.1 Paying attention to the characteristics of children and using sound teaching skillfully

For example, for preschoolers, hearing develops earlier than other senses, and learning English starts with the Basic English alphabet, well, the well-known study of the 26 English letters and the sound related is the Alphabet Song. After teachers have infiltrated the importance of English learning for parents and students, English alphabet songs can be played to help students learn English, so that children can remember how to read and write English letters under the cheerful, dynamic melody and rhythm, according to research, preschoolers are more sensitive to sounds than pictures and words at the same time. The reason why preschoolers are not interested in learning English today is because they don't attach importance to it and the classroom is boring, this shows that English teaching for Preschool Children in non-native language situations needs teachers to take relevant measures to increase classroom vitality, and perhaps the use of voice-related teaching forms can achieve the effect of improving the classroom situation, even in non-native language situations, we can find out the characteristics of preschoolers' mind and personality by looking up materials, on-the-spot investigation, observing the real feedback of class students, etc. , then finish the English teaching under the requirement of the English teaching progress.

3.2 Game Teaching

English teaching for Preschool Children in non-mother-tongue situation needs to take into account the characteristics of children's age and the requirements of English teaching, it can take good care of students' natural inclination to play at this stage, and it can also help students to understand and remember English knowledge in a way that is easy for students to accept.

For example, in today's pre-school education system, there are many games that are suitable for teaching and learning. Teachers can infiltrate English teaching between Games so as not to make students feel boring, it can also help students to deepen their understanding and impression of English knowledge. And there is competition in the process of playing games. Teachers can also stimulate the enthusiasm of preschool children in learning English by setting up competitive knowledge contests, give them a sense of achievement and confidence the next time they learn English. This will help them to improve their inattention in class. At the same time, we can also make use of the rapid development of modern internet technology and make use of Internet resources to find English animations suitable for preschool children to assist in teaching, the students will form a natural memory when they look at the pictures and animations, it can also improve the current situation of English teaching for Preschool Children in non-native language environment.

As we all know, learning any language is in order to be able to use it in the future, so English Education for Preschool Children in non-native language situations is not enough to meet the needs of daily frequent use, but by exposing them to English in Games and learning English, they can finally fall in love with English.

[Conclusion] Teaching preschool children English in a non-native language setting helps to improve their language acceptance and expression, they can also develop their open-minded thinking and a broad sense of being open to new things. For Educational Groups, English Education for pre-school children in non-mother-tongue situations can enable teachers to improve their teaching ability, to enable preschool children to really remember and master English knowledge, to improve the situation of our country's young children having less contact with English, and to speed up the process of children's learning English, more and more preschool children can learn English in non-native language situations, and create a mother-tongue-like atmosphere in non-native language situations.

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