

Exploration of Preschool English Teaching Strategies Under the Perspective of Key Competencies¹

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Abstract: With the continuous advancement of globalization, the economic and trade links between countries have been gradually strengthened. As an international common language, English is a basic skill for talents in the new century. To improve English level in childhood can effectively improve children's English key competencies while cultivating children's English ability, and play an absolute advantage in talent training. In this context, preschool English education has become a hot research content of preschool education, but there are still many problems in the implementation process. This paper discusses the importance of English education in the preschool stage and proposes corresponding implementation strategies to provide help to relevant educators.

Keywords: Key competencies; Young childhood English; Teaching strategies

With the development of information technology, exchanges between countries around the world have become more convenient, and in-depth cooperation has been established in many fields. As a common international language, English is a bridge of communication between different countries. Because of the age characteristics and physiological function of children, language learning in early childhood has unique advantages. In addition, English learning in childhood can cultivate children's language ability, thinking quality, cultural awareness and learning ability. Therefore, the current English education for children in the preschool stage has become a new requirement of the country and society for preschool education.

Preschool English education was proposed in China in the 1990s, and it has a history of only 20 years, and it was widely recognized by parents and teachers at that time. Bilingual kindergartens were also recognized by the society at that time, and ordinary kindergartens gradually transformed to bilingual education. Although children's English education has attracted the attention of all sectors of society and has got strong support of the country, there are still many problems in the actual process, such as children's English teacher team, teaching activity design and teaching methods are in a chaotic state, resulting in the poor effect of children's English teaching. Therefore, how to improve the level of children's English education while combining the law of children's physical and mental development is an urgent problem to be solved by the current preschool English educators.

1. The importance of English enlightenment in the early childhood stage

First of all, because the age characteristics of children are in a sensitive period for the voice, contacting language learning in early childhood can improve the learning effect. It is a critical period for children aged 1-2 years old to learn their mother language. In the mother language environment, children do not need to deliberately learn grammar and sentence patterns to skillfully apply their mother language. The second language is the same thing. In early childhood, environmental education plays an important role in children's language learning. At this time, we can teach English to children, which can stimulate chil-

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dren's sensitive perception. Secondly, the influence from mother tongue in early childhood is small, and Chinese thinking has not been formed, so the acceptance of English thinking is higher. The main way to improve the language ability is to practice and imitate repeatedly, and under the influence of the environment, the improvement of English ability will be easier. Finally, English education in childhood is highly interesting and will not involve boring theoretical knowledge. Different interesting teaching situations are created for certain teaching activities, so as to stimulate children's interest in English, and in this process, it can effectively cultivate children's English key competencies.

2. Effective Strategies for Children's English education under the perspective of key competencies

2.1 Cultivate children's interest in English learning

Albert Einstein once said, "Interest is the best teacher." Only when interested in their own things, will the students be actively involved in learning. From the perspective of key competencies, English education in childhood is the English enlightenment for children, and the main teaching goal is to cultivate children's interest in English. On the one hand, due to the age characteristics and cognitive characteristics of children, children are generally more energetic and always curious about new things. English, as a new thing appearing in their life and learning, will easily arouse children's interest in exploration. But on the other hand, children's attention is easy to shift and be distracted, and their patience for learning is not good. After the excitement period, children's interest in English learning will gradually decrease. At this time, children's English teachers need to apply more attractive teaching methods to attract their attention, and long-term effective learning can lay a solid foundation for children's English learning later. In the rapid development of information technology, to effectively stimulate children's interest in English learning, in addition to the vivid teaching methods, preschool English teachers can apply the modern science and technology, and observe every child carefully while teaching to find out their interests and design teaching activities according to these interests, which is a good way to ensure that children focus on their learning, to avoid learning burnout, and to improve children's English ability.

2.2 Create an English situation

Children have keen observation of the surrounding environment, the environment can in turn have impacts on children in many aspects. Therefore, children's English teachers should pay attention to the teaching environment when teaching English for children, create an English teaching situation for children, and create a strong English learning atmosphere. For example, some common English communication sentences can be posted in the classroom, corridor, indoor and outdoor activity space posted, such as "Good morning", "Thank you", "Good bye", so that children can feel the strong English atmosphere in every corner of the kindergarten. In addition, slogans can be changed regularly, and the English sentences of different levels can be carefully chosen to meet the needs of children of different ages and with different English foundations. Generally speaking, children are weak in abstract thinking, and need to rely on specific things to learn. Therefore, in learning activities, children's English teachers should design more teaching methods to make children get close to the specific English learning environment. For example, the corresponding English names can be posted on each item in the kindergarten, such as "desk", "table", "computer", etc., and their verb phrases can also be posted on various teaching AIDS, such as "Let's sing" on the music teaching AIDS, "Let's play" on the storage rack of toys, etc. Through the creation of English situation, children can feel the existence of English in the learning life of kindergarten every day, and their English thinking can be cultivated under this subtle influence.

2.3 Design rich game activities

Because of the age characteristics of children, it is difficult for children to focus on a thing for a long time as adults. Games, as a main form of children's educational activities, are very important in kindergarten. "The Guiding Outline of Kindergarten Education" clearly points out that, "to respect the rules and learning characteristics of children's physical and mental development, to take games as the basic activities, pay equal attention to childcare and education, to pay attention to individual differences, and to promote the development of each child full of personality." Under the perspective of key competencies, children's English teaching should be in line with children's psychological characteristics and cognitive characteristics. On the basis of the education goal, teachers need to design some fun games which can attract children's interest and can effectively improve children's English ability, so as to make children learn English in a relaxed atmosphere and to satisfy children

demand to play games. Children has abstract thinking model, so it is easier for children to deepen the impression and reduce the difficulty of learning English when combining teaching contents with their daily life. For example, at present, many kindergartens have chosen to use the form of finger dance and body dance to teach English for children. When they learn "head", "hand", "arm" and other related words, teachers can use the corresponding words to make up some songs. For example, " Hand, hand, clap your hands. Head, head, shake your head. Arm, arm, raise your arms, " etc., etc.. Using the combination of singing and dancing or finger dance for teaching to guide children to make corresponding movements while singing can deepen children's impression of the connection between the body parts and the corresponding words.

2.4 English education in a life-style way

Children's leaning is basically unintentional learning because of their age characteristics and cognitive characteristics of children in early childhood. Children have no clear concept of learning and have no clear cognition of the knowledge they have learned, and they do not feel that they are learning a new language. Therefore, teachers can integrate words and short sentences into children's real life. For example, preschool English teachers can greet children with "Good morning" in English every morning, and say goodbye to children with "Good bye, See you tomorrow" in English when leaving the kindergarten in the afternoon. Children are good at imitation, and in the long run, children will use the same way to say hello or say goodbye to teachers. Another example, when children eat in the kindergarten, teachers can conduct short English activities before meals, inform the English name of the food, "rice", "noodle", "potato", etc., and guide children to say the corresponding short sentences, "I want some noodles", and say "It's time to go to bed" before the nap, "It's time to get up" when getting up. Children spend most of the day in kindergarten with their teachers. So teachers should have enough patience to say and to repeat to children, so that children can listen repeatedly, which is better than deliberate teaching. Deliberate teaching may have the opposite effect. In this process, it not only improves children's English ability, but also improves children's language ability, thinking quality and learning ability, which helps to cultivate children's English key competencies.

2.5 Give children enough encouragement

Children have strong curiosity for the outside and obscure definition of right and wrong, so they won't be frustrated even when made some mistakes in the process of learning. Children are able to continue to practice actively, to open their mouth bravely, which is their advantages of children compared with adults. It's not easy to learn English because there are great differences between English grammar, pronunciation and Chinese. When children make mistakes, teachers should be patient, no need to interrupt their expression process. Instead, teacher should firstly give them affirmation and praise, and then euphemistically point out children's mistakes. For children in childhood, having a good mood can make them more active in learning activities. Children's nature is to expect praise and encouragement from teachers. Therefore, preschool English teachers should pay attention to teaching strategies in teaching, so as to improve children's interest in English learning.

In short, early childhood is the golden age of language learning, under the perspective of key competencies, English teaching need to be in line with the law of children's physical and mental development and cognitive level. Teachers need to design teaching activities reasonably and scientifically from the children's angle so as to improve children's interest in English learning, and to lay a solid foundation for future English learning.

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