

A Probe into the Reform of College English Teaching for pre-school Education Majors under the guidance of integration of production and teaching A case study of Jiangmen Preschool Education College in Guangdong Province

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Abstract: With the deepening of the new round of curriculum reform and the unpredictable changes of the social market, more and more higher vocational colleges begin to pay attention to the combination of market demand to carry out specific teaching, in order to promote the reform and development of the school's various majors. The 14th Five-Year Plan for 2021 points out: "We should innovate the mode of running a school, deepen the integration of production and education, encourage enterprises to hold high-quality vocational and technical education, and explore the apprenticeship system with Chinese characteristics." In this context, the concept of integration of industry and education provides a new way of thinking for the development of higher vocational colleges, and also greatly strengthens the emphasis of higher vocational colleges on professional characteristics. Therefore, college English teaching should not only focus on teaching basic English ability, but also integrate professional characteristics to improve students' professional level. In this regard, this paper takes the integration of production and education as the background, combined with Guangdong Jiangmen Preschool Teachers College to carry out relevant analysis and research on the reform of college English teaching for preschool education majors, for reference only.

Key words: Integration of production and education; Higher vocational college; Preschool education major; College English; Teaching reform

Preschool education is the starting point of education in one's life, and it plays an important role in shaping one's life ideal. For college English teaching of preschool education in higher vocational colleges, college English teachers play a crucial role in whether students can acquire and master the knowledge of children's English in class, and whether they can establish correct values and value orientation. Under the current situation of vigorously developing preschool majors, in order to improve the current situation of shortage of talents for this major, how to reform and optimize the English teaching of preschool majors has become an important issue faced by each higher vocational college reform.

1. Current situation of college English teaching in Preschool education major in Jiangmen Preschool Education College, Guangdong Province

Guangdong Jiangmen Preschool Teachers College is a higher vocational college, which has just been established for 3 years. Preschool education is the main specialty of the school. The policy of integration of production and education introduced by the state aims to combine academic teaching with professional practice to achieve the goal of efficient and professional personnel training. In this regard, in order to actively respond to the relevant national policies and guidelines, the school needs to achieve its steady development through teaching reform and other ways. Under the guidance of the concept of the integration of industry and education, the university has carried out a research on the reform of college English teaching.

From the current point of view, the college English classroom of preschool education majors in our school focuses on cultivating students' basic English ability. In order to let students get the corresponding English level certificate during the university, the British classroom is also integrated into the National College English Proficiency Test B (hereinafter referred to as English B level test) exam guidance, the content of the textbook is also oriented to English B level test, the main purpose is to improve the student's passing rate in the B level exam. However, the English B test is based on the "Basic Requirements for English Course Teaching in Higher vocational education", testing the general language content as well as the applied content related to foreign business, which is not closely related to the students' preschool education major. In addition, the teachers of preschool education in our school will organize students to go to the kindergarten training base for internship every academic year, but the students are always faced with the problem of difficulty in speaking English and organizing games.

In addition, the preschool education major needs to face the enterprise is the kindergarten, so in the context of the integration of production and education, the school also attaches great importance to strengthening the collaborative education of the school "garden", committed to jointly cultivating high-quality talents, and jointly developing scientific college English teaching model, which is also an important embodiment of the integration of "production, learning and research" of the school.

2. There are common problems in college English teaching for preschool education majors in higher vocational colleges

1. Lack of close cooperation with employers

Due to the influence of sites, teaching AIDS and other factors, there is a lack of scenario simulation in college English teaching, which

makes it difficult for students to effectively improve their practical English skills. From the current point of view, even if some higher vocational colleges have begun to cooperate with employers, but due to various subjective and objective factors, many higher vocational colleges can not really go out of the campus, and some even work behind closed doors. Therefore, many schools can not get the dynamic information of preschool education industry in time, and the contact with employers is not close enough, mainly for the cooperation between preschool education majors and related organizations is too formalized, internship and other work is only doing some surface work, which is easy to lead to higher vocational colleges difficult to cultivate the current industry really need bilingual talent teachers.

2. The ability of “double-qualified” teachers is uneven

At present, many English teachers in higher vocational colleges do not have a comprehensive understanding of the concept and connotation of “double teacher” teachers. As a result, some teachers pay too much attention to the form and blindly pursue the identity and role of “double teacher” teachers while ignoring its real meaning when they obtain the “double teacher” qualification. In the actual education work, the arrangement of college English courses is relatively compact, so every teacher will have such a problem more or less: self-promotion is not timely, teaching research is not timely. Just because of this, the ability of “double-qualified” teachers in the school is uneven, and their teaching quality will be different, which is easy to restrict the improvement of students’ practical English ability.

3. English teaching is not closely related to students’ majors

At present, the compilation of college English textbooks in China only takes into account that students can learn English, but they do not realize that the education of higher vocational colleges is actually a comprehensive and systematic engineering project, and the required courses of almost every major are focused on the specific teaching of the major. However, college English teaching seems to be independent all the time, no matter its teaching materials or teachers’ teaching, often can rarely be combined with students’ majors. Except for English majors, students of other majors are basically learning the same English, which does not take into account the different needs of students of different majors. As a result, English teaching is not closely related to students’ majors.

3. Suggestions on College English teaching reform for preschool education majors in Higher vocational colleges under the guidance of integration of production and education

1. Pay attention to the improvement of students’ practical English proficiency

In combination with the characteristics and teaching tasks of students majoring in preschool education entering the workplace in the future, students should not only master the professional knowledge and skills, but also have certain practical English operation ability. First, to correct the students’ pronunciation, intonation problems. Before the college entrance examination, most students are preparing for various types of exams, and they don’t spend too much time and attention on the purity of pronunciation and intonation. Therefore, during the teaching process, English teachers should properly correct their pronunciation and intonation through various means such as group discussion, role exchange and script performance. Second, attention should be paid to the improvement of students’ English listening and speaking ability. Give full play to the online and offline English listening and speaking resources, let students listen and speak more, use a variety of mass media, such as news, film and television works, pop music, etc., in order to improve students’ English practical ability. Third, it is necessary to combine school-enterprise (parks) cooperation in education and evaluation. From the school level, actively promote the cooperation between schools and enterprises (kindergartens), carry out the British curriculum reform open demonstration class in the school, and invite senior kindergarten teachers to attend the school to listen to the comments; Kindergarten teachers participate in the curriculum setting of British classroom, constantly adjust the teaching theme, and make the curriculum setting more professional characteristics; Attract first-class teachers to hold lectures in our school, and constantly improve students’ English literacy. From the kindergarten level, a training base is established for students to do practical exercises in the kindergarten base, and students organize children to attend classes, forming a system of self-evaluation by students and evaluation by kindergarten teachers. Students’ practice results will be included in the total course scores, forming an evaluation system of “classroom learning + practical exercise”; Kindergarten teachers are hired as practice mentors to guide students’ learning and practice in the school and kindergarten.

2. Strengthen the training of children’s English skills

First, we should strengthen the application of students’ fun teaching method. Children’s character is active, so in the classroom, we should not use repressive “infusing” education, but through interaction and communication to attract children’s attention. Therefore, in the actual teaching, teachers should pay attention to the training of students’ this skill. Secondly, situational teaching method should be taught to students. Teachers should encourage the students of preschool education to adopt the situational teaching method and let them develop their children’s intelligence by speaking, singing, dancing and drawing. Therefore, according to the characteristics of preschool education, English teachers should guide students to learn English songs, English fairy tales, etc., and help students to provide their own English communication skills. Thirdly, students’ skills in using multimedia should be cultivated. By letting students watch videos and participate in practice, students in preschool education majors can master more multimedia skills, so as to lay a foundation for their future jobs.

3. Scientifically set up English courses for preschool education

In order to meet the higher requirements of English talents for preschool education majors, schools must conduct relevant investigations and analyses in a timely manner, and make appropriate adjustments to the original unreasonable major Settings. In English teaching, in addition to the traditional necessary courses such as listening, reading, writing and translation, oral exercises, fun games, children’s English songs, children’s fairy tales, bilingual theme design and other English courses with the characteristics of preschool education should also be set up according to the characteristics of preschool education majors. In order to provide guarantee for the improvement of the

comprehensive quality of the students of this major.

4. Expand channels and improve the campus training base

First of all, according to the needs of the market, the school should strive to create a set of talents training plan suitable for the development of pre-school education students, and with the support of the government, increase the construction of the on-campus training base, introduce the characteristics of the workplace and all aspects of teaching work into the training base, so that students can master the main teaching methods and teaching skills without leaving the school. Secondly, it is necessary to promote the in-depth cooperation between schools and enterprises, establish high-quality training bases based on actual needs, and conduct in-depth communication and exchange with kindergartens, and jointly summarize the successful experience and failure lessons in the past teaching process, so as to ensure that the school can start from the talent training goals required by the industry, so that English teaching is more targeted and practical. Finally, the school can also hire some kindergarten teachers with rich practical experience to carry out bilingual teaching ability training for students, so that students can find their current shortcomings and problems, so as to promote them to improve their teaching ability.

5. Pay attention to the training of “double-qualified” teachers

In the process of training high-quality professionals, colleges and universities are bound to have a team of “double qualified” teachers with rich industry experience. Under the guidance of the integration of production and education, school-enterprise cooperation can be regarded as an effective way to improve schools’ training of “double-qualified” teachers: First, it is necessary to strengthen the cooperation between schools and enterprises, establish a teacher training base, strengthen the cooperation between industry and school, and send school teachers to the cooperative units for practice in a targeted and planned way, so as to solve the problem of “contradiction between industry and education” in actual work. Second, to improve the actual teaching level of school teachers by carrying out various skills competitions and “double-qualified” teacher training activities. Thirdly, it is necessary to organize teachers to learn courses related to preschool education, such as child developmental psychology, preschool education curriculum theory, etc., in order to broaden their horizons and promote them to become “double-qualified” teachers.

6. Creation and compilation of English textbooks for preschool education

In the process of personnel training, textbooks are the main carrier of teaching and the basis for teachers to carry out their teaching work. In order to meet the requirements of pre-school education, English teachers must write English textbooks that are more in line with the requirements of the major. Among them, we should pay attention to the following four aspects in the compilation: First, we should combine the practical needs, and appropriately cut out the test-oriented and unreasonable content in the textbook. Second, it is necessary to appropriately increase the kindergarten English curriculum design methods, teaching skills and other practical content. Third, we should reasonably learn from foreign preschool education professional English courses and establish a corresponding curriculum system. Fourth, add some content about moral education, ideology and politics in some chapters, such as stories of family and country feelings, English translation of Chinese cultural classics and so on.

4. The conclusion

In short, based on the perspective of the integration of production and education, we should deepen and promote the teaching reform of professional English courses in preschool education in an all-round way, so as to cultivate a group of outstanding composite talents needed by society. In this regard, we can promote the reform of college English teaching for preschool education majors in higher vocational colleges by focusing on the improvement of students’ English practical ability, strengthening the training of students’ English skills for children, scientifically setting up preschool education English courses, improving the practical training base in the school, attaching importance to the training of “double-qualified” teachers, and creating English textbooks for preschool education.

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