

Exploration on the cultivation of TPR English teaching skills for preschool students

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Abstract: TPR is widely used by kindergarten teachers in English Teaching for 3-6-year-old children. It helps children memorize with vivid and interesting interactive ways, stimulates children's interest in learning English, and improves learning efficiency. However, TPR has higher requirements for teachers. According to these requirements, the author believes that we can strengthen the cultivation of TPR English teaching skills of preschool students in technical colleges through the following aspects: to help preschool students understand TPR deeply; To guide preschool students to use TPR in the teaching of English vocabulary, sentence patterns and nursery rhymes; Guide preschool students to accumulate rich body language; Encourage preschool students to observe high-quality kindergarten courses and try to use TPR to simulate English teaching.

Key words: preschool education students; English teaching skills; TPR

At present, most kindergartens in China adopt bilingual teaching in Chinese and English. English accounts for an increasing proportion in early childhood education, and kindergartens have higher and higher requirements for teachers' English teaching ability. In children's English teaching, TPR learning method is the rule of children's second language acquisition, and the educational effect is remarkable, but it has higher requirements for teachers. It is difficult for most preschool teachers to apply TPR teaching method flexibly in English teaching. The students majoring in early childhood education in our technical colleges are basically girls. They are lively and active, but their English teaching skills are relatively weak. In order to help preschool students make better use of TPR teaching, so as to stimulate children's interest in learning English and lay a good foundation for children's learning English. The author believes that we can strengthen the cultivation of TPR teaching skills for students majoring in early childhood education from the following aspects.

1. Help preschool students understand TPR in depth

TPR is total physical response, or TPR for short, which is the teaching method of systemic response. It was proposed by James, a professor of psychology at the University of California, San Jose, in 1966. The whole body teaching method advocates linking language and behavior, which means that teachers express words, sentence patterns, nursery rhymes, etc. in teaching through body movements, So that learners can understand the teacher's language without mother tongue translation, thus fully implementing a method of mother tongue teaching.

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The students majoring in early childhood education in our technical colleges are basically girls. They are lively and active, but their English teaching skills are relatively weak. The author finds that in the practice of English classroom simulation teaching, the main teaching methods used by preschool students are traditional grammar teaching and communicative teaching, and the teaching effect is not ideal. Therefore, the author first guides the students of preschool education to compare and analyze the traditional grammar teaching, communicative teaching method and TPR, so as to help the students of preschool education understand TPR deeply.

Table 1: differences between TPR teaching method, traditional teaching method and communicative teaching method

English teaching method	Implementation process	Effectiveness
TPR (whole body reaction method)	1. The teacher gives English instructions and interprets them with corresponding actions. The children listen and try to understand. 2. The teacher sends out teaching English instructions, requiring children to make corresponding actions and gradually understand the teaching content. 3. Children imitate the teacher's English instructions while doing actions. 4. Let one or part of the children speak English instructions, and other or other children make actions until the children can make actions while giving language instructions.	1. Conform to children's language learning rules 2. Psychological and age characteristics suitable for young children 3. The classroom atmosphere is warm and conducive to children's deep memory and learning
Traditional teaching method (grammar teaching method)	It is required to recite or teach the grammatical structure of English mechanically. For example, Tom is a boy explains the usage of the copula be, singular and plural nouns and articles in the traditional way.	Written language, namely "dead language", is just a mechanical memory for children, which is difficult to understand
Communicative Approach (situational approach)	Contact examples Simulation example exercise Free expression	Adult everyday language is beyond the scope of children's knowledge and understanding ability, and children can't accept it

Through the comparative analysis, the preschool education students come to the conclusion that the traditional grammar teaching is to teach a large number of mechanical character symbols, which is very difficult for children who do not receive formal English character education; Communicative teaching method teaches adult daily language. For younger children, their cognitive range and understanding ability are limited, and children can not accept it; TPR conforms to the rules of children's language learning. The whole body response method emphasizes the principle of listening first. After a large number of listening training, children will have a certain voice awareness, and their English expression will be more natural and fluent. The whole body reaction teaching method is in line with the characteristics of children's physical and mental development. Young children are lively, difficult to concentrate, and specific image thinking begins to form, but they have a strong curiosity, love to speak, love to sing, love to imitate, love to show. The whole body response method is called the teaching method of "moving the language". It attracts many young children emotionally, creates a relaxed and pleasant classroom learning atmosphere, and is more conducive to children's deep memory and learning.

2. Guide preschool students to master TPR skills in English Classroom Teaching

1. Guide preschool students to use the whole body response method in English Vocabulary Teaching

As a language course, vocabulary learning is essential. And the author found that when the students of preschool education were teaching vocabulary, they simply asked the children to repeat, which was a single and inefficient teaching method. In order to help preschool students better grasp the application of the whole body response method in English vocabulary teaching, the author guides preschool students to sort out the vocabulary of kindergarten English courses. Through independent exploration, summary and induction, they find that the vocabulary of action, adjectives of emotion and prepositions of position are particularly suitable for learning, reviewing and consolidating with the whole body response method. For example, under the guidance of the author, a preschool education student interpreted the verb "run" with the whole body response method: the preschool education student said "run" while doing the running movement, and through the action, let the child listen and try to understand the meaning of "run"; Preschool education students give the English command of run, and let children make corresponding running movements; The preschool education students run quickly and say run, run, run. Let the children follow the preschool education students to read run, run, run and run quickly; Children are running and reading run. The synchronous practice of language and movement can help children better understand and remember the learning content. Under the guidance of the author, preschool education students can better interpret English vocabulary by using the whole body response method. With the help of TPR, children put their learning enthusiasm into English learning, which has an active classroom atmosphere and good teaching effect.

2. Guiding preschool students to use the whole body response method in English sentence pattern teaching

The future work objects of preschool education students are 3-6-year-old children. These children have just come into contact with English, and they do not have abstract thinking, so it is difficult to teach English sentence patterns. When the author instructs the students of preschool education to use the whole body response method to teach English sentence patterns, we should pay attention to replacing the old with the new to reduce the difficulty of sentence patterns. For some more abstract sentence patterns, the author guides the students of preschool education to make full use of some vivid objects and teaching aids, coupled with corresponding exaggerated actions, and

can create situations according to the actual situation for sentence pattern teaching. Under the guidance of the author, preschool education students have been teaching sentence patterns for many times and achieved certain results. For example, when a preschool education student is teaching the I can sentence pattern, she first reviews the words she has learned with the learners using the action and language: swim, sing, and then says I can swim while doing the swimming action combined with the sentence pattern to guide the children to imitate and practice repeatedly. In this way, the difficulty of learning is reduced and children's fear of English is prevented. Another example is a preschool education student doing eat!Eat!I like to eat!Drink!Drink!I like to drink!At the time of teaching, the preschool education student prepared some objects in advance, such as food and drinks, so that the learner could feel it personally, and guide the learner to open his mouth and speak the corresponding English sentence patterns with his own actions and language. Under the guidance of the author, preschool students can use tpr+ corresponding teaching aids, objects or situations to teach sentence patterns. With the help of its vivid characteristics, it can stimulate children's imagination and make the English classroom "live". The teaching effect is very good.

3. Guide preschool students to use the whole body response method in English nursery rhyme teaching

The future work objects of preschool education students are pre-school children aged 3-6 years old. They are lively and active. When expressing their meaning, they will often be accompanied by expressions and actions. According to this feature, the author guides preschool education students to design corresponding actions to help children memorize lyrics, and encourages preschool education students to closely combine movement, dance and language in nursery rhyme teaching, so as to cultivate children's interest in learning English nursery rhymes. For example, under the guidance of the author, a kindergarten student used TPR to design the teaching of English rhythm nursery rhyme "follow me". She first demonstrated the meaning of hands up, hands down, wave your arms, and bend your knees with body movements. Then guide the children to imitate the teacher and do the actions of raising hands, lowering hands, waving hands and bending knees according to the children's song. The pre-school students use TPR to teach nursery rhymes, which not only exercises the coordination of children's body movements, but also makes children quickly remember the English expressions of these movements. However, in the teaching of English nursery rhymes with TPR, preschool students should pay attention to the fact that the rhythm can be slower at the beginning of singing, because it is not easy for children to do a series of actions consistently. After children's actions are coordinated, the rhythm can be appropriately accelerated. English nursery rhymes have always played an active role in English teaching. Preschool students' rational use of TPR in English nursery rhymes teaching can improve the overall quality of children's English classroom teaching.

3. Guide preschool students to design and accumulate rich body language

In daily internship and internship work, preschool education students find that children's vocabulary accumulation is not enough and their acceptance ability is not strong. It is difficult to understand the meaning of the teacher's English instructions only by listening to the teacher's reading and speaking. Therefore, teachers should make corresponding body movements when giving English instructions, so that children can perceive them, so as to help children understand the meaning of instructions. The author guides the preschool education students to design and accumulate a certain amount of classroom body language. For example, let the preschool education students prepare to accumulate books, express the body language corresponding to words in the form of pictures, encourage and urge students to accumulate by means of spot check, rewards and punishments, and promote and praise excellent designs. Under the guidance and encouragement of the author, preschool education students have designed many easy to understand body language. For example, sit down, please!The teacher reached out and waved his palm down; Please answer the questions. The teacher raises his hand to demonstrate and says: have a try!Put your hands on your mouth to make a trumpet shape, which means that children can speak louder: louder please!

In English teaching activities, preschool students should make gestures popular, appropriate and natural. Children can understand the meaning of language instructions from their body movements to the extent of comprehension, which not only saves time, but also achieves better results.

4. Encourage preschool education students to practice in kindergartens

The author has organized pre-school students to visit malanfeng kindergarten, Springfield kindergarten, industrial kindergarten and other places where children's English activity classes have been opened to observe, learn and experience, and guide pre-school students to carefully observe the teacher's class and learn from the teacher with an open mind. The kindergarten students are required to observe and imitate the good teaching posture, posture and expression of excellent English teachers in the kindergarten. In daily learning, preschool education students watch, imitate and operate repeatedly, and cause qualitative changes through a little accumulation.

The author encourages preschool education students to carry out children's English activity design activities on the basis of internship and practice, and use TPR in English teaching. In classroom teaching, the author often provides English teaching practice platform for preschool education students, so that preschool education students' groups can discuss and design children's English activities. Starting from the practice of children's English teaching activities, let the students of preschool education have a certain understanding of children's English teaching activities, combine what they have learned in the classroom in practice, and learn from "doing", so as to improve the English teaching ability of preschool education students. For example, I can walk\run\jump, a kindergarten English class designed by the author to guide the students in preschool education to use TPR. The courses designed by the student are as follows: 1. Learning the words walk, run and jump: the teacher says the words while doing the actions. First, look like walking and say walk, walk, walk; Then do a running look and say run, run, run; Finally, do the jump, say jump, jump, jump. 2. Vocabulary consolidation: using TPR activities, the teacher invited the children to form a circle to do actions with the teacher, saying walk, walk, walk while walking in circles, saying run, run, run while

jogging in circles, and saying jump, jump, jump while jumping. 3. In the learning of sentence pattern I can, the teacher said “I can walk” while doing the action of walking. Let the children follow and imitate the teacher to say the sentence at the same time. Teach I can run, I can jump in the same way. 4. Consolidation of sentence pattern: invite a child to stand in front of the group, put on the little cat headdress, and imitate the little cat to do “walk, jump and run”. Children watch the performers and guess the corresponding English sentence patterns. The curriculum designed by the students of the preschool education uses TPR to activate the classroom atmosphere. The enthusiasm of children is high, and the classroom implementation effect is very good. Cultivate talents in teaching practice, so that the trained preschool teachers can have a profound understanding of children’s English activities and carry out higher quality teaching activities.

After the theoretical study and skill training of the students majoring in preschool education at school, they observe, learn and use TPR in their internship and internship, constantly sum up experience, and can use body movements to help children understand English, stimulate children’s interest in learning English, and better improve their English teaching ability. I hope they can easily control TPR in future English teaching, create a relaxed and pleasant learning environment for children, give full play to the activity and effectiveness of classroom teaching, let children learn by moving, playing and enjoying, and lay a good foundation for the lifelong development of children’s English level.

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