

Research on Teaching Reform of Kindergarten Language Education Activities

Ruiyuan Liu
Shougang technician institute, De La Salle University

Abstract

With the implementation of the two-child policy in China, early childhood education has attracted great attention from the society and families. However, the current preschool language education can no longer meet the needs of development, and it is necessary to reform the preschool language education and training mode. It is particularly important to strengthen the combination of work and study through curriculum reform and find a path suitable for kindergarten language education.

Keywords

Kindergarten language education; Curriculum reform; Teaching reform; Training mode; Path

China is in a new era of comprehensive economic and educational reform, and with the implementation of the two-child policy, the early childhood education major has become a popular major in the current vocational education field in China, with a rapidly increasing number of students. Kindergarten language education activity guidance is a core course of early childhood education majors, which plays an important role in improving students' literary literacy. However, today's kindergarten language education activity guidance course has problems such as single teaching method and lack of evaluation methods, which affect the students' learning enthusiasm. How to effectively solve the teaching status of kindergarten language education activity course and realize the innovation and development of this course in teaching methods and evaluation methods is the key content of the current reform of the secondary kindergarten language education activity pedagogy course. Exploring the reform of the secondary kindergarten language education activity course is expected to be beneficial to improving students' activity implementation level and comprehensive vocational ability, and improving the quality of secondary early childhood education professional personnel training.

I. Review of domestic and foreign related research

After reviewing the literature on "language education for preschool children" and "pedagogy courses for preschool education majors" through databases and reviewing a large number of related journals and publications, the author will describe the following aspects.

1. Domestic research on language education courses for

preschool children in higher education

Since 2015, domestic research on preschool children's language education curriculum has gradually increased, and the research results are mostly in journals, and there is no professional doctoral dissertation so far. In the current teaching practice of preschool children's language education in higher education institutions, due to the limited time of the course, there is a lack of complete research ideas and system guidance, and teachers are also feeling their way through the river in teaching practice, and the teaching condition is uneven. Therefore, it is very urgent and necessary to combine the research experiences and achievements of the preschool children's language education course in recent years, and promote the formation of a scientific and complete theory to guide the teaching practice of the higher education preschool majors scientifically and effectively. Checking the relevant information, the relevant researches mainly focus on the following aspects.

(1) Research on the orientation of language education curriculum objectives for preschool children in higher education

Curriculum objectives are the core of the discipline, which determines the content, method, implementation and evaluation of the curriculum. The practicality and applicability of the higher vocational Preschool Children's Language Education course itself make the target orientation of the course different from other courses of the major, and there has been much attention to how to target the course and more related researches. In his study, Cui Can points out that the current higher vocational "Preschool Children's Language Education" course follows the model of senior teachers, which leads to unclear target orientation of the course, and it is difficult to effectively integrate students' professional ability training with their professional knowledge, and the practical language teaching ability training is not strengthened. In this regard, Mei Naxin and Li Xiaofei also put forward their views: the current problems in the positioning of the objectives of the higher vocational "Preschool Children's Language Education" course are, firstly, that the course objectives are not suitable for students at the specialist level, and it is more difficult for specialist students to master theoretical genres and other subject knowledge related to the field.

Secondly, the core educational competence objectives are not prominent. Whether it is the ability to create the educational

environment in the field, the ability to observe and evaluate young children, or the ability to design and organize educational activities, all of them are tried to be solved through the pedagogy class, which will inevitably weaken the goal of cultivating the main educational and teaching competencies that the pedagogy class should have carried. Although they put forward their views on the current problems and the directions that should be developed for the target orientation of the higher-level "Language Education for Preschool Children" course, they do not propose the goals and specific orientation of the course, and therefore do not have a very effective impact on guiding the teaching practice of the course.

(2) Research on the teaching mode of the higher education "language education for preschool children" course

The author has reviewed many research journals and found that many researchers on the teaching mode of higher vocational "Preschool Children's Language Education" course said that the teaching mode of higher vocational "Preschool Children's Language Education" is affected by the large class size and the combined curriculum, which makes the front-line teachers unable to realize the reform of the traditional teaching mode and presents the emphasis on "teaching" rather than "learning". The teaching mode of preschool language education is affected by large class size and combined classroom curriculum, which makes the front-line teachers unable to reform the traditional teaching mode, and presents an emphasis on "teaching" rather than "learning. Hu Shaojin and Yang Xiaowei believe that the gap between theoretical lecture time and students' practice time is too large, and the time left for students' trial lectures is too little each semester, so teachers should try to reduce teachers' lectures on theory and leave more time for students. The teacher will design the questions in advance and guide the students to discuss and talk about their views through thinking or group, so as to deepen their understanding and mastery of the course content. Zuo Ruihong and Li Feng also mentioned that "teachers should not give students all the content in a comprehensive manner. An exhaustive classroom puts the students' minds in a lazy state of passive acceptance. In the process of teaching, "gaps" can be designed to provide space and time for students to think and guide them to think deeply."

Ms. Jiang Ying put forward in more detail her views on the reform of the language education for preschoolers curriculum: changing "uniform teaching" to "layered teaching", changing "theoretical learning" to "practical learning", and changing "theoretical learning" to "practical learning". "He believes that "because of the individual students' needs, the curriculum should be open. He believes that "due to the obvious differences in individual students, teachers must change their teaching methods that ignore individual differences in students, and teach according to the characteristics of students, according to the situation, and according to their abilities, in order to improve the effectiveness and relevance of teaching". At the same time, the focus of the pedagogy course is to "train students to apply theoretical knowledge to practice. Students should understand the practical implications of theoretical knowledge and the design

of each activity, including what to teach, how to teach, and why to teach it. In the Preschool Language Education course, "the traditional teaching takes place at a fixed time in a fixed place, resulting in less interaction between teachers and students. Students' perspectives are focused on book knowledge and classroom information delivered by teachers, and they do not have the opportunity to put theory into practice. Therefore, we should build an "open classroom" and guide students to spend their time outside the classroom for practical experience. With the accumulation of teaching practices and the growth of full-time teachers, the author believes that the teaching mode of the teaching method course has made some achievements, but along with the rapid development of early childhood education, the new era also puts forward new requirements for the teaching mode of the higher education "language education for preschool children" course. " We need to study more and more how to combine the traditional "case teaching method" and "simulation teaching method" with "flipped classroom", "smart classroom" and "mobile phone client" to improve the efficiency of teaching.

2. Foreign studies on language education for preschool children

(1) Research on the concept of language education for preschool children

The United States has been leading the world in the concept of early childhood literacy education, and its "whole language" (whole language) education is the most important theoretical trend in foreign children's language education circles today. "According to Ken Goodman, the father of whole language, humans learn language from the whole to the local. We first produce complete words in familiar situations, and only later do we notice elements of language like sounds or words and develop the ability to control them. The core concept of "whole language" in current preschool language education is that language itself is a whole, and that the sum of the pieces of language (sounds, radicals, words, vocabulary, sentences, paragraphs) is never as good as the whole. Language is only language when it is complete, and only when the elements of language are integrated in a complete and realistic context does language have meaning. Language is taught from whole to part, using complete materials and teaching skills in context and in context. Slaughter et al. (1985) conducted an ethnographic study in which different kindergarten classrooms were compared to discover what social contexts were conducive to students' conversations in spoken and written forms in different language instructional models, including whole language, and concluded that to have positive language learning, language activities must be functional for This coincides with the emphasis on the nature of language activities in whole languages.

(2) Research on the curriculum of preschool education in foreign institutions of higher education

Through collecting and collating papers on the curriculum of preschool education in foreign institutions of higher education, I found that there are more studies on the curriculum of preschool

education in the United States, Australia and France, and most of them are the introduction and comparative studies of these contents by domestic researchers. For example, through the study of the curriculum of preschool education in American colleges and universities, Peng Hailei found that the curriculum of preschool education in American colleges and universities mainly includes general courses, professional courses and practical courses, among which professional courses blog English, mathematics, science, society, etc.; education courses include educational foundation, child development, educational evaluation, educational psychology, early childhood curriculum and teaching, safety and nutrition, observation records and evaluation, the Early Childhood Safety Education, Early Childhood Movement, and Educational Internship, etc. The practical characteristics are especially highlighted, as shown by the curriculum based on the professional standards of early childhood teachers and the professional practice characteristics of early childhood teachers, the emphasis on the conversion and connection between theoretical and practical knowledge, and the curriculum design focusing on the unity of pedagogical knowledge and practice. In addition, there are many articles on the comparative study of the specific settings of various types of courses in foreign preschool education majors. The research results of foreign higher vocational institutions on the curriculum of preschool education give us the most inspiration to pay full attention to the form of practical courses, practical course hours and the role of practical courses for students' professional development, more in the macro aspect to provide us with good ideas, but there is no specific research to introduce effective curriculum design ideas from abroad into China, and there is no very perfect curriculum articulation countermeasures.

(3) Research on the content and objectives of language education for preschool children

American preschool institutions require that "language education for preschool children should be adapted to social requirements, linking the development of language with the overall development of cognition, emotion and personality, developing children's language patterns and the ability to express ideas, and developing their ability to observe and use language correctly and concisely". In particular, the Early Education Appropriate Development Program for Children from Birth to 8 Years of Age emphasizes the creation of an environment that provides appropriate instruction for young children and the integrated development of their language awareness and manipulative skills, such as frequent and meaningful contact with words to increase children's interest in reading, and the early provision of rich early reading and early writing environments. In terms of the content of language education for children, many U.S. researchers focus on integrating language knowledge, social knowledge, and cognitive knowledge, emphasizing an integrated model of the entire early childhood language learning system. In contrast, we should also improve China's language education system for preschool children in the new era, taking into account the current international trends in preschool education and the current development of preschool education in China, in order to better promote the development of preschool children's language

skills.

II. Curriculum Reform of Kindergarten Language Education Based on Combining Engineering

The Ministry of Education's "Opinions on Comprehensively Improving the Quality of Teaching in Vocational Education" proposes to vigorously promote the integration of work and study, emphasize the cultivation of practical ability, and reform the talent training mode. The connotation of combining work and study, factory and school, and worker and student is the combination of work and study. The basic connotation of the combined engineering curriculum is: "the learning content is work, and learning is realized through work". There are two basic features of the combined course: Firstly, the carrier of the combined course is a comprehensive "typical work task". The second is that the implementation process of an engineering course is a structured work process for the students themselves. It is clear that the combined curriculum allows students to improve their professional competence and overall quality in the process of completing work tasks. The goal of preschool children's language education course of study is mainly to develop students' skills to engage in kindergarten language education work in the future. If the learning content of the course is constructed based on the work content, students can better improve their practical skills by completing the learning tasks and experiencing kindergarten language education work first-hand in the process of doing so. Therefore, reforming language education teaching for preschool children with the concept of combining engineering should be both feasible and effective in improving teaching effectiveness.

1.Reform of curriculum content

College-level preschool education majors cultivate high-quality skilled talents, and their employment positions are oriented to kindergartens. Therefore, the design of the course content should start from analyzing the working process of kindergarten teachers engaged in kindergarten language education teaching, and then form the course content focusing on the cultivation of students' vocational ability. In this curriculum reform, in line with the concept of "combining with the profession and serving the job", the curriculum teaching reform team actively discussed with kindergarten teachers and directors, and conducted in-depth research. This study combined with the training program for early childhood education majors and the requirements of kindergartens for teachers to carry out language education for preschool children, and determined that the main objective of this course is to enable students to master the skills of designing, implementing and evaluating language education teaching activities in kindergartens. On this basis, the teaching team selected typical tasks from the actual work tasks of kindergarten teachers engaged in language education teaching, i.e., designing, organizing and evaluating five types of language education activities in kindergartens, and transformed the typical tasks into five learning projects, i.e., kindergarten conversation activities, kindergarten narration activities, kindergarten listening and playing activities, kindergarten literature activities, and

kindergarten early reading activities. These five learning projects not only cover typical tasks of kindergarten language education and teaching, but also dovetail with kindergarten work practices, making the course content more practical. At the same time, according to the five major projects, six major learning tasks are set that students must complete, emphasizing learning by doing and improving their own professional abilities and comprehensive literacy. During the course of study, students need to complete six major learning tasks.

2. Teaching methods of the course

The realization of the course objectives cannot be achieved without effective course teaching practice, which is a key link to the effectiveness of teaching. In the process of teaching and implementation, the course takes students as the main body, takes ability cultivation as the core, and implements the "work process-based systematic practical teaching model" proposed by Professor Jiang Dayuan as the technical method. Specifically, each project of the course content is implemented according to the six steps of "consulting, planning, decision making, implementation, inspection and evaluation", so as to realize the integration of theory and practice. From the perspective of teaching method, the curriculum implementation adopts the action-oriented teaching method, such as project teaching method, task-driven method, situational teaching method, discussion method, try practice method, case teaching method, these teaching methods will focus from teachers "teaching" to students "learning", student-centered, teachers pay attention to students in middle school, obtain direct experience, while emphasizing the application of theoretical knowledge in practice, improve students' professional ability. For example, trying the practice method requires students to simulate trial teaching according to their own teaching plans. In the process of trial teaching, students need to apply theoretical knowledge. In practice, in practice, we can not only obtain the direct experience of kindergarten language education and teaching and verify the indirect experience, such learning to realize the integration of science and reality, students can apply what they learn, and then form a good professional quality.

3. Course evaluation method

The course is evaluated in a way that breaks with the traditional summative evaluation and adopts process evaluation. In terms of evaluation content, students are assessed on various learning tasks, and the evaluation method uses a combination of student self-assessment, mutual assessment, and teacher review. The purpose of the course evaluation is to improve students' ability to teach language education in kindergarten. After two semesters of teaching practice, students have a solid grasp of kindergarten language education teaching skills and a certain level of theoretical and professional literacy, which has laid a good foundation for students to engage in the early childhood teaching profession.

III. Teaching reform path of kindergarten literature education activities

1. A new attempt to reform the teaching mode in the context of informationization

In today's rapidly developing information technology, wireless network is ubiquitous on campus, information equipment is available in classrooms, and multimedia teaching is widely used. Nowadays, there are various choices of teaching APPs, and students have one smartphone in hand. The emergence of three-dimensional teaching materials and online teaching platforms has opened the door to flipped classroom teaching. Teachers submit their teaching materials: micro-lessons, videos, teaching knowledge points, tutorial materials, PPT, homework assignments, etc. to the teaching platform, and students can learn and discuss this class through the Internet for an unlimited time and number of times. The class time can be used to discuss students' self-learning questions and share their learning experiences and different opinions. The teacher will then provide timely guidance and answer questions. For example, in the section on fairy tales for young children, the teacher can discuss with students the similarities and differences between Western and Chinese fairy tales, the characteristics of Andersen's fairy tales at different times, and the aesthetic value of tragic fairy tales, based on students' knowledge of the concepts, characteristics, classification, functions, and development of fairy tales and their reading of the assigned classics. In a traditional classroom, a question is asked, and a classroom will be chaotic if there are multiple students answering at a point in time. However, through online voting and pop-up comments can allow more students to participate in the discussion. Students both complete the learning task and stimulate their interest in learning. Only students can feel the unique charm of literary works can have a positive impact on young children's closeness to literature and the development of reading habits.

2. Consolidate the foundation and increase reading to improve students' literary literacy

The "Kindergarten Education Guideline" (for trial implementation) promulgated by the Ministry of Education stipulates that the goal of kindergarten language education is to train children to "enjoy listening to stories and reading books", while language education requires early childhood teachers to "guide children to excellent children's literature, so that they can feel the richness and beauty of language. The language education requires early childhood teachers to "guide children to excellent children's literature so that they can experience the richness and beauty of language. This statement has placed certain demands on the literary literacy of kindergarten teachers. In order to improve students' literacy, the following three points should be achieved in the teaching process of this course: First, students should master the basic concepts, theories and laws of early childhood literature. The teacher prefers the genre-based teaching model, which integrates children's literature in the same genre to highlight the characteristics of the genre. This mode can fully reflect the intersectionality and richness of children's literature genres, and also facilitate students to take the genre as the core point of knowledge, master the general knowledge of literature and writing knowledge. Second, it increases the

amount of literature read by students. The required readings are carefully selected by teachers from works rich in literature and young children's interest for students to read and study. These titles should cover Chinese and foreign classics, various literary genres, and different stages of literary history. The selected readings are recommended by students to each other, which helps to maintain students' interest in reading. Third, to improve the level of appreciation of students' literary works. Students should master the methods of reading and appreciating different genres of literature.

3.Task-driven, race to promote learning to develop students' expression ability

Kindergarten teachers should not only be able to sing and dance, play and draw, but also be able to speak and write. The four tasks are to tell stories in a colorful way, to recite children's songs with actions, to adapt fables into stories for children, and to adapt fairy tales and stories into dramas for children. In the process of completing the tasks students exercise their oral expression skills and creative writing skills. When assigning tasks, teachers should follow the principles of reading to writing, from easy to difficult, step by step, encouragement-oriented, and supplemented by guidance. At the end of a unit of knowledge, it should be matched with practical tasks, such as theoretical knowledge contest, poetry recitation contest, storytelling contest, story originality contest, story performance contest, hand-drawn book contest, stage play script contest, etc. Through everyone's participation and group cooperation competition to promote the transformation of students' knowledge to ability and achieve the purpose of promoting learning by competition.

4. Discipline integration and school-enterprise cooperation to enhance students' job abilities

In the practical application of early childhood literature, the expression of early childhood literature often needs to be deeply integrated with various disciplines in order to blossom into the most splendid glory. Children's songs are combined with games, young children's poems are interwoven with music, picture stories are matched with art, and early childhood drama is a feast of literature, art, music, dance and other comprehensive arts. Only by putting early childhood literature into the workplace can students have a clear understanding of its importance, practicality, and its place in the discipline. We practice the principle of "invite in, go out" in school-enterprise cooperation. At the beginning of the internship, students are asked to think about what is the role and significance of early childhood literature in kindergartens? How does early childhood literature relate to environmental creation, language education, and even teaching in all areas? Students observe carefully, experience carefully, think actively, and fill out a viewing summary to find answers. During the internship, students can participate in the kindergarten's teaching and research open classes to improve their teaching practice through listening and evaluating classes, or they can prepare activity plans and implement teaching activities themselves under the guidance of the lead teacher. They can also prepare activity plans and implement teaching activities under the guidance of

their classroom teachers. All kinds of learning and activities make a seamless connection between what you learn in the classroom and what you need in the workplace. We really implement the educational concepts of "learning by doing", "learning by doing" and "combining learning and doing". Based on the rich educational theory and the practical experience of kindergarten education, students can realize the organic integration of theory and practice, and their educational practice ability will be greatly improved.

5.Establishment of scientific and comprehensive evaluation methods

Whether the evaluation method for students is perfect, whether the score design is reasonable in distribution, and whether the scoring criteria are detailed will affect students' learning attitude and learning quality. In order to effectively avoid students to the end of rote memorization, high scores and low performance, but also to be able to compare can objectively and comprehensively reflect the student learning situation, the course is appropriate to use process formative assessment. Reduce the proportion of marks for theoretical knowledge, increase the specific assessment of skills, and increase the proportion of marks for skills assessment. The allocation ratio is adjusted as follows: attendance accounts for 5%, knowledge of literary theory 10%, class participation 10%, quantity and quality of reading notes writing 15%, storytelling competition performance 15%, children's songs, original poems for children 15%, fables adapted from children's stories 15%, kindergarten observation notes 15%. Also each score should be designed with evaluation breakdown criteria, such as storytelling evaluation criteria sheet. Overall, the use of this type of evaluation can effectively reflect students' learning, but the composition of the scores is complicated for teachers and difficult to operate when the number of class hours is insufficient.

IV. Significance of the Study

The preschool education curriculum in vocational colleges is an important carrier for cultivating preschool education professionals, and has a very important influence on the quality of preschool education professionals' cultivation. Therefore, the reform of preschool education curriculum largely affects the overall level of the cultivation of preschool education professionals. Language Education for Preschool Children, as one of the five areas of pedagogy courses, is the core course to achieve the training objectives of preschool education majors. It is of great significance to study and explore the teaching status and reform strategies of "Language Education for Preschool Children" course.

1.Theoretical significance

By analyzing and studying the problems existing in the implementation of the current preschool children's language teaching course and putting forward scientific and reasonable reform measures, adjusting the curriculum, improving the curriculum system, innovating the curriculum content, reforming

the teaching mode and developing teaching resources, so as to make positive exploration for the reform of the "Preschool Children's Language Education" course, provide more ideas for the reform of other courses of preschool education majors. This will provide more ideas for the reform of other courses in preschool education and contribute to the improvement of teaching quality and level of preschool education courses.

2. Practical significance

Firstly, the thesis summarizes the experience and shortcomings of the course of Preschool Children Language Education from the development history and current situation of the course in recent years, which helps colleges and universities to get useful experience and rules of teaching the course, helps the development and improvement of the course itself setting and teaching links, and meets the needs of the curriculum reform of colleges and universities.

Secondly, by proposing the reform strategies of the course, we can further enhance students' understanding and application of theories related to children's language, their ability to design and guide language activities, and effectively improve preschool education students' active learning awareness and learning efficiency in the course, so as to improve their future professional practice and development ability, which is in line with the professional development of early childhood teachers. The course is designed to enhance students' ability to design and instruct language activities, and to effectively improve students' awareness of active learning and learning efficiency in the preschool curriculum, thereby improving their future professional practice and development ability, and meeting the needs of professional development of early childhood teachers.

V. Conclusion

Kindergarten language education activities are designed to develop students' ability to implement language activities and to evaluate and reflect on activities. Its effective implementation has an important impact on the improvement of students' teaching ability, job adaptation ability, coordination and organization ability, team cooperation ability and other comprehensive qualities, and its teaching success or failure is related to the quality of vocational education personnel training and affects the development of enterprises and social economy. Therefore, the curriculum reform of kindergarten language education activities has important theoretical significance and practical value. Based on the current development of preschool education, the innovative reform of kindergarten language education activity curriculum should be strengthened to promote the quality of training talents in secondary early childhood education to a higher level and to promote the healthy and sustainable development of preschool education in China.

References:

- ^[1] Liu Guoliang. Kindergarten language education activities [J]. Educational exploration, 2016.
- ^[2] Zhang Xuejun. Analysis of teaching materials and discussion of teaching methods for kindergarten language education activities guidance [J]. Science and Education Wenhui, 2016
- ^[3] Li Guangxing, Song Yang. Analysis of the influence of language development theory on preschool children's language education [J]. Talent, 2016.
- ^[4] Zhou Jing. From reading to reading for pleasure - the path of early childhood reading and literacy growth [J]. Conservation and Education, 2017
- ^[5] Jiang Ying. Teaching reform and practice of "language education for preschool children" course [J]. Journal of Lanzhou College of Education, 2017.9
- ^[6] Zuo Ruihong, Li Feng, Cheng Li. How to cultivate students' professional ability in the course of teaching methods of preschool education for senior teachers [J]. Century Bridge.2012, (23)
- ^[7] Wang Dandan. Exploration of "teaching-doing" integrated teaching in preschool education in higher education institutions [J]. Hebei vocational education, 2017.10.
- ^[8] Suo Chenglin. Exploration on the "trinity" teaching mode of the teaching method course of higher vocational preschool education [J]. Journal of Anyang Engineering College. 2016.9 (83)
- ^[9] Mei Naxin. Problems and solution strategies of higher vocational preschool education pedagogy course [J]. Curriculum - teaching materials - teaching method, 2015.6
- ^[10] Ma Fang. A preliminary investigation on the reform of teaching methods of preschool education teaching method class [J]. Education modernization, 2017.9 (37)

Corresponding author:

Liu Rui Yuan (1990-), Linyi City, Shandong Province, Shougang Technician College of Nursing and College of pre-school assistant lecturer, Ph.D. candidate at De La Salle University, research direction: education management.