Research on Teaching Method Innovation of Preschool Professional English Courses

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Abstract

Innovation ability is one of the key capabilities of the 21st century, innovative talent is the society in urgent need of talent, and the cultivation of innovative talent needs teacher innovation, innovation education is the premise of education innovation. China is stepping forward from a big education country to a strong education country. It is very important to improve the innovation ability of preschool professional English education. At the same time, the preschool education has realized the leapfrog development, and the innovative education of early childhood has gradually become a hot spot in the field of practice and research. However, it can be seen from the actual situation and investigation and analysis that the teaching innovation ability of preschool English teachers is insufficient, which seriously hinders the development of preschool English innovation education. The target objects and contents of preschool professional English make it possible to carry out this course in the way of “situational” task teaching. The situational task teaching method can be divided into three stages: the first, the middle and the last. In the classroom, teachers set the scene of kindergarten stage English teaching for students, and assign tasks to them, so that they can feel the characteristics of the role of "preschool teacher", and let children carry out English learning in specific plots. After several years of practice, innovative teaching can greatly improve the teaching effect.

Keywords

Semester Professional English, Teaching methods, Innovation

As a limited elective course set by colleges and universities, English learning for preschool majors has strong applicability. On the one hand, this course can improve students' English level; On the other hand, it can improve their theoretical knowledge and operational ability in the direction of preschool education, so that they can have the necessary expression and imparting ability to carry out preschool English activities. At the same time, the teaching also focuses on cultivating students' teamwork spirit, communication ability, learning ability and innovation and entrepreneurship ability, which lays a foundation for future early childhood education work.

1. Current situation of preschool professional English teaching

1.1 Analysis of teaching objects

From the beginning of English learning to before entering colleges and universities, college students in our education is mainly exam-oriented education. After entering the university, the traditional college English pays more attention to students' reading and writing ability. With the reform of CET-4 and CET-6, English listening has attracted more and more attention from students. However, oral English has not attracted the attention of teachers and students. The oral
English ability is particularly important for the future pre-school English majors engaged in education. In addition, different from students of other majors, students of this major should also master the methods of English education for children (Yu Shuangshuang, 2020).

1.2 Analysis of teaching objectives

In the core of OBE education, teachers should first conceive what students will learn and develop scientific methods to make this educational goal a reality. The preschool education major aims to cultivate excellent kindergarten teachers who can meet the needs of basic education development. In order to achieve this educational purpose, it is necessary to consider the requirements of society and parents for preschool English education. So, the requirements of society and parents, not children remember how many words, can carry out extensive English reading, but requires teachers to first master fluent oral English and English pronunciation standards, to lay a solid foundation for children's English. Secondly, because of the limited ability of preschool children, and the younger age, the external motivation of learning English is not strong, therefore, teachers can not simply teach knowledge to children, but to stimulate and maintain the children's interest in English learning through interesting games, flexible and diverse forms of organization, timely and appropriate evaluation. Finally, teachers should create a suitable English learning environment for children. Early childhood is a critical period of human language development, creating an appropriate English learning environment is helpful for children to absorb and accept more language knowledge, for children to learn and use English for a good enlightenment (Yu Guanyan, 2017).

1.3 Analysis of teaching content

Pre-school students take college English courses for the first two years. On the basis of college English learning, students begin to learn pre-school professional English. The teaching content of these two courses is quite different. The teaching content of preschool professional English not only includes the English basics, but also covers the teaching methods and organizational methods of these language basics. First of all, the preschool professional English course requires students to master a language basis that is less difficult than college English, and is more targeted, mainly limited to the English vocabulary, sentence patterns, grammar, pronunciation commonly used in kindergartens, as well as the English commonly used by preschool teachers for English education. Because the teaching should be organized in English, the teacher's oral English is required to be relatively high. Secondly, the teaching content of this course also includes the teaching methods and organization of preschool English education, including the methods of teachers' English classroom organization, such as the method of English penetration of children in daily life.

2. The application advantages of "situational" task-based teaching method in preschool professional English

From the analysis of teaching object, teaching objective and teaching content, we can see that this course is a very practical course. Through the study of this course, learners should be competent in preschool English education. This kind of education is not limited to children's English classroom, but also includes the infiltration of English in children's daily life and activities. These learning, living and activity practices are very situational. Secondly, situational teaching method provides learners with close to real situations to communicate with the language, so it has obvious advantages in improving learners' oral English level, and oral English ability is a necessary ability for students of this major as future preschool teachers (Zou Lin, 2008). Finally, textbooks offer fewer class hours and heavy learning tasks. This requires that on the basis of making full use of the classroom teaching of this course, students should be assigned tasks to extend the teaching beyond the classroom.

3. Definition and theoretical basis of situational teaching method and task-based teaching method

3.1 Situational Teaching Method

The theoretical basis of situational teaching is constructivism. Constructivism proposes that language learning is closely related to a certain social and cultural background "context". Learners make use of the scene provided by the real situation to connect the accumulated experience and knowledge in their original cognitive structure with the new knowledge they currently learn, and absorb it to form a new cognitive structure. The meaning of situational teaching is: "When teaching, teachers should deliberately use their own working characteristics to create interesting scenes, so that students can integrate into the teaching process". In this process, students in the scene will constantly acquire the know-
ledge that the teacher wants to pass on. "The whole point of it is to allow the student to be emotionally captured", making the process of learning visual and vivid (Xiang, Wu, & Luo, 2010).

3.2 Task-based teaching Method

What is the root of the mission? "The difference between tasks and exercises and activities is that tasks are more in line with the daily use of language at work and in life, while activities and activities are used to consolidate, understand or train language knowledge. These two methods are rare in daily life." Lu Ziwen's explanation of task-based teaching method is: "A process in which explicit learning tasks are used to generate learning motivation and motivation so that tasks can be realized, and a method to show the role of teaching in the form of showing the results of tasks". In addition, he also gave some applicable task teaching classroom procedures, namely "task design, task preparation, task presentation, task development, task evaluation" five steps. This method of learning by doing can bring a sense of reality and communication to teaching, and can increase students' desire to learn.

3.3 Combination of situational teaching method and task teaching method

At present, researchers have analyzed task-based teaching method and situational teaching method from theoretical and practical perspectives. These are two teaching techniques that are used a lot in the course. However, the research on situational teaching and task teaching methods is not very common. In particular, there are few researches on how to combine the two teaching methods to promote the teaching of preschool professional English. Therefore, the teacher of this course must plan carefully and study carefully to achieve the desired effect.

4. The specific application of "situational" task-based teaching method in preschool professional English

In order to ensure the implementation of the "situational" task teaching method, teachers must make good preparations before the beginning of this course. According to the actual class needs, teachers should add English education scenes to early childhood education to carry out classroom teaching. For example, for children grammar teaching set the scene is "I come to teach English - grammar teaching class". In these scenarios, students of this major played the role of "early childhood English teachers" to demonstrate. While one group of students worked as a team to teach grammar, the other groups were "toddlers being taught English". Every student in the class plays a role in the situation at every moment of the pre-school professional English class. Of course, in order to successfully complete their role play, every student has to do enough homework before class to complete the task. In addition, the teacher should group the students in groups of 4 to 6 in advance, and set a qualified leader for each group.

The specific development process of "situational" task-based teaching method in preschool professional English is divided into three steps (Xiao Bei, 2017).

4.1 Before Class

The teacher assigned the task to the students according to the situation set up in advance. We can set up the scene of "I'll teach vocabulary verb teaching class" in the part of verb education for children, so that each group can do about 10 minutes of verb teaching in advance. In this 10 minutes to complete the introduction, warm up, practice, presentation, evaluation, consolidation and other preparatory work. Each student can complete a small part of this link, combined with making PPT, access to information and other methods, so that each student can play their own role.

Teachers design preview content and deliver it to students through network channels to help students complete the task. The teacher grasps the students' preview and assigns tasks to each group leader in combination with new digital methods such as WeChat group. For example, the teaching content is the preview content of the lesson "Daily life English penetration". In addition to the content of the textbook, teachers should also make PPT to discuss the importance and implementation methods of daily life English penetration for children from the perspective of theory and practice. Teachers can introduce to students the theory of "intrinsic" theory, "behaviorism" theory, interaction theory, developmental cognition theory, social interaction theory and other theories to establish the bilingual language environment in kindergarten. In the PPT, students can also tell how to greet children in English when they enter the kindergarten, and how to use phrases to connect various transitional links (washing hands, going to the toilet, eating, getting up, etc.). Teachers should make micro-videos to reproduce or simulate the English penetration of kindergarten teachers in every link of daily life, so that students can have a more intuitive and vivid understanding of the skills and common words of teachers' English penetration of children in the daily life of kindergarten.

Students work together to prepare for the task. The students prepared according to the original clear division of labor
requirements. In the process of task completion, they need to discuss collaboratively, which also enhances their collaboration. For example, in a section called "English Penetration in Active corners", students are given hand-made tasks. In the English infiltration of the activity corner themed "Doll's home", each student has to make a piece of common utensils in family life. In class, each study group is required to build a "doll's home" activity corner with handmade works, thus creating a "home" scene.

Teachers pay attention to students' task completion progress and optimize the course design. Since students do not know this course in advance, relying on students' self-study and discussion before class to achieve the teaching goal will cause students to have a lot of questions. These questions and questions are raised through WeChat group, and they are also the feedback of students' self-study situation and achievements. The teacher must record, of course, also want to answer in time. For general problems, teachers should focus on them in the classroom. In addition, the team leader should also give timely feedback on the progress of students in completing the task, so that the teacher can optimize the course design.

4.2 In Class

Based on the students' feedback before class, the teacher will give a brief explanation of the presentation. Teachers should ask questions to judge students' self-learning and attention in class, and limit the time of interpretation to 10-15 minutes. In the part of "Children's sentence pattern teaching", teachers should interpret each attention point of children’s sentence pattern teaching, and further analyze the difference between the practice and application of sentence pattern definition and use situation difference. Finally, ask questions to understand the students' preview and learning sentence patterns.

Students work in small groups in the situation set by the teacher. Taking the lesson "English Permeated in Society" as an example, the teacher should first consider how to let the students reflect the situation as a preschool teacher and how to transmit English knowledge to his students. In this process, each group chooses an appropriate social scene according to their own needs, and then carries out the work on how to complete the English teaching task in the selected scene after a reasonable division of labor. At the same time, the other students who have not joined the project will act as the children in the project to cooperate, so as to form the overall interaction. After the scene is performed, the teacher evaluates the effect of each scene and tells the advantages and disadvantages, so that the follow-up group can effectively avoid these mistakes when carrying out activities.

4.3 After Class

Students make up for the lack of knowledge, form a summary to submit to the teacher. Learners should complete the summary of their experience gained in this exhibition. As a kind of sorting out of the learned knowledge, this part of the content can well promote the improvement of students' ability. At the same time, these summary reports can bring feedback to teachers, so as to optimize the follow-up work.

Teachers evaluate the teaching process and improve teaching in time. The bright spots and shortcomings of students' preview and actual performance are the embodiment of the success and failure of the teaching process. Teachers should treat them carefully and record them so as to improve the subsequent work.

5. Closing Remarks

After several years of research and practice, it is found that the application of "situational" task-based teaching method in preschool professional English classroom is very popular among students and can significantly improve the teaching effect. Students in the former teaching-oriented preschool professional English classroom, generally reported that the classroom atmosphere is too monotonous. In addition, the things learned in the classroom are not practical, and the face of the real English education for children after graduation is at a loss. Moreover, with fewer classes and heavier tasks, teachers and students are constantly catching up. Students are tired in class, but they don't make full use of their spare time.

After applying the "situational" task-based teaching method to the pre-school professional English classroom, the classroom was returned to the students. The enthusiasm of the students has increased unprecedentedly, and the classroom atmosphere is lively and orderly. Students simulate the role of "teacher" in various scenarios of early childhood English education. Through teaching practice close to the real situation, the theoretical knowledge and skill level of early childhood English education have been greatly improved. In addition, students make full use of extracurricular time by looking up information, trial lectures, etc., to prepare for the completion of the task, to solve the problem of less class time, heavy tasks.

Finally, years of "contextual" TBLT teaching have found that the teacher can change from a classroom leader to a
supporting and guiding role. However, allowing students to lead the classroom is by no means to reduce the requirements of teachers, but to improve teachers should carefully and carefully set the scene for students to show each time, to enrich their professional knowledge and teaching skills to answer students in class and extracurricular questions. In class, teachers should carefully listen to and observe students' display, record students' performance, timely encourage progress, point out deficiencies, help students with learning difficulties, control the pace of class, correctly guide students' thoughts and attention, and stimulate students' learning enthusiasm with passion. After class, to make deep reflection summary and so on. In a word, teachers should actively study, do a good job of ideological and theoretical preparation, so as to really let the education reform into practice.

References


