

Discussion on the Young Children and Educational Suggestions of English Learning for 3-5 Years Old Children

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Abstract: In china, early childhood English teaching is a special form of second language teaching. Unlike traditional school education, early childhood education focuses on the cultivation of children's English interest, in order to expand children's English learning interest. At the current stage, China has already had some research results on early childhood English learning. This paper attempts to analyze the current situation of children's English education and early childhood learning from four aspects: learning content, learning methods, learning methods and learning materials. Sexual recommendations are for reference.

Keywords: Young children; English learning; Educational advice.

1. THE LEARNING STATUS OF CHILDREN'S ENGLISH

From the perspective of teaching content, the textbooks for children's English learning can be described as diverse and the learning content is not the same, but most of the textbooks are designed according to the content from the shallower to the deeper, such as first, for example, first, and common English words, such as color classes, number classes, and salutation classes. After that, the children will learn some common verbs, such as open, stand, listen, etc. These verbs are often used in life, and teachers can easily apply these verbs to English classroom teaching. After that, the child can also get in touch with some basics, such as declarative sentences, interrogative sentences, general interrogative sentences, etc. After learning this stage, the young children can skillfully ask others about simple questions and introduce themselves to others. At this stage, the vocabulary of young children has been basically expanded. In terms of learning objectives, we require young children to understand and read these words. From this process, we can easily find that from this process, we do not It is difficult to find out from this process, we can easily find that the links between the units are also lacking.



Fig 1. Chinese video and audio-based children's multimedia learning materials

From the perspective of learning pathways, children's English learning pathways can be divided into two categories, one is classroom learning, the other is home learning, and some training institutions also make up for the shortcomings of society for children's English education. One way to solve children's English learning problems, and some qualified families will also provide children with a second way, so that children can do it, usually use English in life, for example, when parents can speak English. In the meantime, you can communicate with your child in a simple way to create a language environment that will make your child progress faster in English. In contrast, the English knowledge acquired in classroom teaching will not be used in life. It is difficult to make young children improve their English in their daily lives, let alone use them.

From the perspective of learning methods, early childhood English teaching aims to let children understand and use English. Therefore, in the teaching process, the traditional methods of mechanical learning and rote learning should be abandoned. It is not difficult to find that mechanical learning is rote. It is still one of the main means of English learning. Over time, children will lose interest in learning English. This is contrary to the original intention of children's English teaching to cultivate children's interest in English learning. At the current stage, there are many methods for children's English teaching, such as teaching method, systemic reaction method, multimedia teaching method, etc., so that children's hearing, vision and senses are unified, and children's language ability and understanding ability are improved. At the same time reading is also a common method of English teaching. Many kindergartens and training institutions also read as an important part of English teaching. However, in English teaching of young children, reading materials are often limited to illustration books and simple sentences, and subject to cognitive restrictions, reading. And writing cannot be used as the main method of English teaching for young children. In the teaching process, listening and speaking should be more focused.

From the perspective of learning materials, there are currently two types of English learning materials in China, one is text-based learning materials based on books, and the other is multimedia learning materials based on video and audio. Equipped with video or audio, the two teaching materials complement each other in order to achieve better teaching results. In recent years, with the increasing emphasis on social English teaching for young children, various English textbooks for young children can be described as a hundred flowers. In the process of

writing textbooks, more and more attention is paid to the laws and cognition of children's psychological interests and growth. The form reveals the teaching theme, and even shows the teaching content in the form of stories, games, and children's songs. In the process of writing, it emphasizes that the children learn the language as a whole, and enhance the communication opportunities between the children. Ability to listen and speak. However, there are still many textbooks on the market. In order to satisfy the mentality of parents, they are over-emphasizing the knowledge in the textbooks. As a result, the interest in the children's textbooks is lost, the children are not interested in the textbooks, or the teaching materials are more difficult than the children. Cognition, so that young children lose interest in English learning or learn something because they are difficult to understand.

In summary, at present, Chinese early childhood English education has more or less problems in learning content, learning materials, learning methods and learning methods.

2. THE CAUSE OF THE CURRENT SITUATION OF CHILDREN'S ENGLISH LEARNING

From a practical point of view, textbooks, as the core of early childhood English teaching, can be said that once the textbooks are selected, the teaching content, teaching forms and teaching methods are determined. Therefore, the textbook plays a decisive role in the quality of teaching. In the actual investigation, it is not difficult to find that the content of the textbook is positively related to the knowledge actually learned by the child. That is to say, the textbook determines what the child learns. Most of the textbooks circulating in the market now belong to the classic textbooks. It is impossible to synchronize the language and social development, and the textbook knowledge lacks the sense of the times. For example, when a child is asked "How are you", regardless of whether the actual situation is good or not, he will always answer "I'm fine, thank you" and will also receive a "and you?". Obviously, such teaching is out of touch with real life, and it also hinders children's ability to communicate in English. Secondly, most of the children's learning in classroom teaching are fragmented English words, plus it is difficult to form a learning method, and there is no good language. The environment, the pieces are strung together, so this teaching method hinders the child's ability to understand and communicate with English.

From the perspective of family environment, in the English teaching for a long time in the past, the family has been neglected as an important part of English teaching. Children in the process of learning English seem to be walking on one foot. The fundamental reason is that parents the purpose of letting children learn English is different from the purpose of children's English teaching. Parents often only care whether their children have learned English in the classroom, how much they have learned, and how they learn from children, where they learn, and in what form. The problem of learning has chosen to ignore. We all know that the purpose of English teaching for children is to cultivate children's interest in English learning. The purpose of English teaching for children is to cultivate children's interest in English learning, not to mention the difference, and to be interested in speaking English. And the two concepts of

interest in learning English, which leads to two unhealthy phenomena in English teaching. One is to over-knowledge the teaching of English for young children, which leads children to think that learning English is a long and arduous process, and the other is to Excessive interest in English learning leads to a decline in the quality of English learning, which in turn causes children to lose Language learning confidence.



Fig 2. Family-oriented learning English

From the perspective of teaching methods, the method of teaching English for young children is improper, mainly because teachers and parents often emphasize the sensory needs in the process of English teaching for children, and ignore the cultivation of children's communication habits. At present, most children's English teaching classes generally use the two-female teaching method, multimedia teaching method and systemic reaction method. This is understandable in itself. However, in the teaching process, the sensory needs are overemphasized, and the interest in learning is emphasized and the most basic use of language is ignored. The purpose of "communication", which leads to a lack of close connection between teaching and practice.

From the perspective of learning materials, with the continuous development of science and technology, we generally believe that multimedia teaching plays an important role in achieving good learning results. It is true that multimedia teaching gives students a good audio-visual experience, but no intelligent multimedia means can replace it. The role of teachers in teaching, especially for language learning, is the communication and communication of these elements that multimedia teaching cannot bring to students. In the same way, if a class lacks the basic carrier of "people", it will make the classroom become dead and heavy, and the teaching effect will be greatly reduced. In the actual teaching, some teachers often use video and audio materials instead of their own lectures for the sake of convenience. This practice does not help to improve students' learning initiative.

3. THE RECOMMENDATIONS FOR EARLY CHILDHOOD ENGLISH TEACHING

3.1 Highlight communication in the learning process

Although most parents and teachers in the society have been able to recognize that the interest in cultivating young children is the purpose of children learning English, in the actual teaching

process, we can not only cultivate interest as the purpose of English teaching, because of the psychological development of children. It is not yet mature, and there are many instability in its hobbies. If you only use interest to carry out teaching activities, what is interesting to say, what to do and what to do, will only lead to the learning of things, in the long run, it is a kind of the practice of the South. Interest cultivation can be an important indicator for teaching in English, but it is by no means the only purpose. The ultimate destination of learning language is to apply what is learned. Therefore, practicality should be used as the starting point of English teaching to improve children's ability to use English, especially language expression. Ability to let young children get happy in the process of driving English, instead of knowing how many words and how many sentence patterns they have. Because the development of young children is not yet mature, the ability to learn English is poor, so communication should be the focus of early childhood English learning, and your communicative ability is the standard for evaluating English learning for young children.

3.2 The content of the textbook is adapted to the characteristics of young children.

As mentioned above, the textbook determines the learning methods and approaches. Therefore, a good set of teaching materials is decisive for the English learning of young children. Therefore, English teachers must extensively engage in foreign textbooks before teaching. This book must have some understanding between the domestic textbooks and the training institutions. The textbooks between the domestic textbooks and the training institutions should be understood, and the characteristics of the children should be combined to better match their teaching methods with the teaching work. There are two points to note here. One is the child's own characteristics of fun, gameplay, etc. The second is the teaching characteristics of English, such as communicates, specifically in the application of English knowledge to children in daily life.

3.3 Combination of classroom education and family education

It is impossible for students to stay in the English class all day, but it is difficult to complete the systematic English learning in just a few dozen minutes in the classroom. Therefore, parents need to form a close cooperation with the teacher in order to pay more attention. The growth and development of young children promotes the improvement of children's English. At present, due to the continuous improvement of the quality of the people, parents who have received good English education are gradually increasing. To enable parents to establish contact with the classroom, on the one hand, parents can more directly understand the teaching situation in the classroom. In the child's growth and education, they can know what they are doing, and at the same time help parents to better complete the education work at home. In English teaching, creating a good language environment at home can enable young children to learn English in the classroom in normal life, thus enhancing their enthusiasm for learning, and letting children learn in the classroom. The use of content in life is also conducive to deepening the child's impression and playing a role in consolidating memory.



Fig 3. Chinese kindergarten English classroom education combined with family education

3.4 Improve the teaching style of teachers

In kindergarten classroom teaching, we can easily find that due to the large number of classes, teachers cannot give enough attention to the purchase of a student in the process of teaching activities, which leads to the neglect of individual differences. With fewer classes, your phenomenon is effectively controlled. Therefore, we believe that small class teaching is an important means of optimizing English teaching activities, and this teaching method is also in line with the needs of young children and parents who are eager to be cared for by children. Young children create more opportunities to communicate and communicate in English.

4. CONCLUSION

Early childhood English learning is a dynamic process. This paper summarizes some specific rules about children's learning English. It points out that the problems related to English teaching reflect English education to a certain extent, and the effect on children is insufficient. Wherever, I also hope to criticize and correct.

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