

# A Survey and Reconstruction of Children's English Teaching Skills of Preschool Education Major in Higher Vocational Education

Yan Feng

Department of Public Teaching, Shenmu Vocational & Technical College, Shenmu, 719300, China

**Abstract:** At present, the demand of children's English teaching in China is increasing day by day. In order to improve the quality of English teaching, this paper makes an in-depth study on the problem that the teaching effect of English teaching method for preschool education specialty in higher vocational colleges is not significant, and then optimizes it scientifically and reasonably. Under the background of micro era, the author makes a deep examination of the current English teaching skills of children in preschool education major of Higher Vocational Education in China and puts forward a targeted restructuring strategy in order to improve the current English teaching effect of children in China, the alienation of education mode and other problems, solve the problem of language weakening in the process of children's English learning, and achieve the purpose of improving the teaching mode.

**Keywords:** Higher vocational colleges; Preschool education; Children's English; Teaching skills

## 1. Introduction

Due to the problems of weak practicality and poor effect of children's English Teaching in Higher Vocational Colleges in China, the teaching mode of children's English is optimized [1]. With the deepening of teaching reform in China in recent years, it is necessary to improve the teaching mode and content of preschool education in higher vocational colleges, so as to effectively improve the teaching ability and professional quality of students in Higher Vocational Colleges and improve the comprehensive quality of teachers. This paper mainly analyzes the characteristics of children's growth, combines the theory of children's natural language learning and development, carries out the language accumulation of children's English, realizes the gradual improvement of children's understanding and mastering skills of English vocabulary, makes a comprehensive judgment on the characteristics of children's growth and natural environment, and designs a personalized teaching scheme [2]. Most children in pre-school education are still in the primary stage of mother tongue learning, and language learning mostly depends on listening. Therefore, in order to deepen children's memory of language, it is necessary to combine body language, gestures, etc. for display and memory [3]. As children become more and more familiar with English, they can begin to imitate simple words and respond to familiar sentences. After children have a deep understanding of the English language, they gradually

learn to combine simple words to form simple English sentences, and express them with body movements. Through the above analysis, we can improve the effect of children's English teaching.

## 2. Optimization of English Teaching Methods for Children in Preschool Education

### 2.1. Survey of children's English teaching skills

At present, the teaching mode of children's English in China's major vocational colleges is still centered on teaching materials, and there are some problems such as imperfect teaching system. Therefore, it is necessary to deepen the teaching reform and expand the teaching content and main line. In addition, because the current English Teaching in China mainly focuses on exam oriented education and aims at constantly improving students' learning performance, the teaching content is too boring and the teaching mode is traditional. Under this mode, it is difficult to effectively cultivate application-oriented talents that can fully meet the needs of social development [4]. Therefore, it is necessary to reconstruct and optimize the curriculum system of children's English teaching with SWOT mode. This paper unifies the teaching content, teaching mode, teaching method and other aspects to standardize the children's English teaching system. The specific structure is as follows:

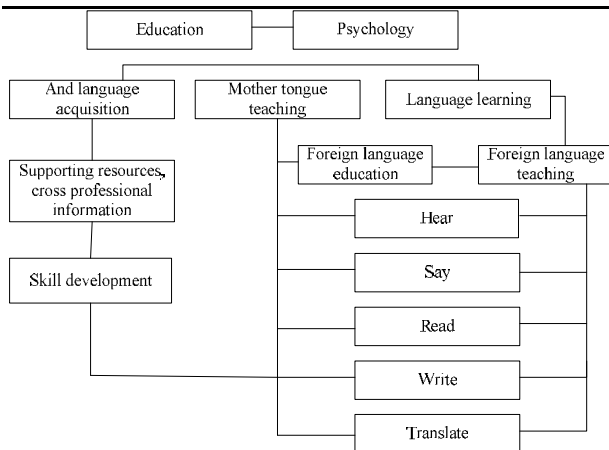


Figure 1. English teaching system for children

Based on the above teaching system structure, further optimize the training effect and application ability of children's English. In the teaching process, it is necessary to further reconstruct the relevant curriculum system of children's English teaching, and pay attention to the teaching and consolidation of basic teaching knowledge [5]. Combined with the development trend of the times and the needs of social talent training, the teaching needs, teaching methods and talent training objectives of children's English are comprehensively optimized and reasonably set, so as to better improve and enhance the teaching knowledge structure system and learning ability of children's English major in Higher Vocational Colleges [6]. In the process of English teaching, it is necessary to carry out teaching planning according to students' English learning basis and learning ability, and help students better understand the text content of English teaching and improve their understanding ability of English learning according to students' learning and mastering of existing knowledge [7]. To improve the process of English teaching implementation by combining teaching objectives and teaching contents, effectively expand students' thinking ability and emotional attitude, and achieve the high-level cognitive objectives of English teaching points [8]. Reasonably organize and select the content of children's English teaching, clarify the teaching objectives, unify the teaching direction, and standardize the classroom standards and rules of children's English teaching. Based on the needs of children's English teaching and talent training, we should improve the content of children's English teaching, further optimize the teaching content of higher vocational education, further optimize and examine children's English teaching skills, and build a reasonable model of children's English teaching. In the process of children's English teaching, aiming at the problems of single teaching mode and low efficiency, the level of children's English teaching is gradually standardized in order to better construct the structure of children's English teaching. Based on the above content, the

level of children's English teaching is further standardized, as shown in the table below:

Table 1. Children's English teaching level

Grade	Degree	Content	Age
Introduction	Beginner level chapter	Letter	3-5
Primary	The beginning	Word	4-6
Intermediate	Success	Phrase	5-7
Senior	Progress	Punctuation	6-8
Coach	Collection of true questions	Long sentence	7-9

Based on the contents of the above table, further optimize the teaching methods of preschool education students in higher vocational colleges, pertinently optimize children's English teaching skills, reasonably apply cooperative teaching, flipped classroom and other modes, effectively guide students to explore knowledge and skills, and realize the optimization of children's English Teaching [9]. Based on children's personal growth angle and characteristics, the teaching content and teaching mode are improved to achieve the goal of cultivating application-oriented children's English. In the teaching process, it is necessary to fully combine the online and offline teaching mode of modern teaching equipment design, and optimize the teaching mode by means of children's English story and animation short film, so as to attract children's attention and improve students interest in English learning [10]. And according to the actual situation of students and different teaching characteristics, teaching planning and corresponding teaching support are carried out, and the teaching objectives of children's English are precisely positioned to improve students' English application ability and further strengthen the effect of children's English teaching.

## 2.2. Reconstruction of children's English teaching skills

Based on the above content, the paper reconstructs the content and activity mode of children's English teaching, optimizes the teaching system with personalized education as the center [11], and reconstructs the preschool teaching mode of Higher Vocational Colleges with hybrid teaching mode. Combined with modern teaching equipment, the online teaching mode of "micro class+learning system" is constructed, so as to carry out targeted English knowledge teaching for children, achieve the teaching goal of personalized learning for children, and achieve the goal of English teaching skill reconstruction [12]. Based on the current understanding of children's English teaching literacy and teaching connotation, the teaching objectives are repositioned, and the four professional skills of listening, speaking, reading and writing are cultivated. In the process of children's English teaching, we need to combine the arcs teaching model to standardize the teaching orientation, the task driven principle to guide the teaching and standardize the

curriculum design. The optimization of teaching strategies based on students' individual characteristics can effectively stimulate students' enthusiasm and achieve the goal of interaction between teachers and students. It can effectively guide students to carry out curriculum prac-

tice tasks, optimize students' knowledge and thinking mode, and reasonably solve the problem of poor effect of children's English teaching. Based on this, the paper reconstructs the model of children's English teaching, which is as follows:

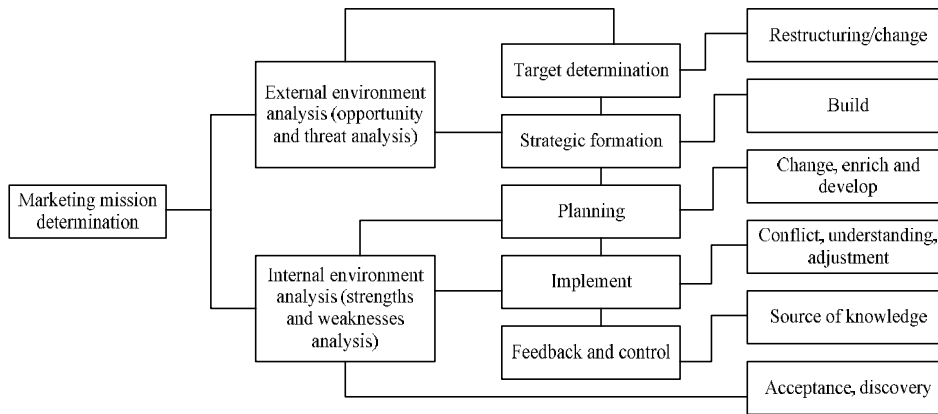


Figure 2. Children's English teaching model

Based on the above model, further research on the traditional children's English teaching mode, ponder the current mainstream content of preschool English teaching, expand the new knowledge field, and reconstruct the children's language system [13]. In the process of English Teaching in higher vocational colleges, it is necessary to design situational teaching and optimize and implement the learning concept based on the existing theoretical basis. This paper analyzes the characteristics of children's growth, combines the theory of children's natural language learning and development, carries out the language accumulation of children's English, realizes the gradual improvement of children's ability to understand and master English vocabulary, standardizes the internal mechanism of children's English teaching, and realizes the cooperation, communication and practice ability in the process of children's English learning. Based on this, the internal model of children's English teaching is further optimized. The specific structure is as follows:

Figure 3. The internal model of children's English Teaching

Based on the above model, the author further innovates the learning theory of children's English, and explores the practice and cooperation model of children's English Teaching in combination with the situational teaching model [14]. Based on the principle of results oriented, this paper optimizes and perfects the hybrid English teaching mode, and evaluates the students' learning effect around the expected learning effect of children's English. In the process of constructing the model of children's English teaching, we should follow the principle of reverse design and take students as the center of teaching design. Actively cultivate and improve children's understanding ability to ensure the effectiveness and rationality of curriculum reconstruction [15]. Based on the task-based teaching method, this paper makes statistics on the current teaching data of children's English, and compares the traditional teaching mode of children's English with the teaching mode of children's English proposed in this paper. The details are as follows:

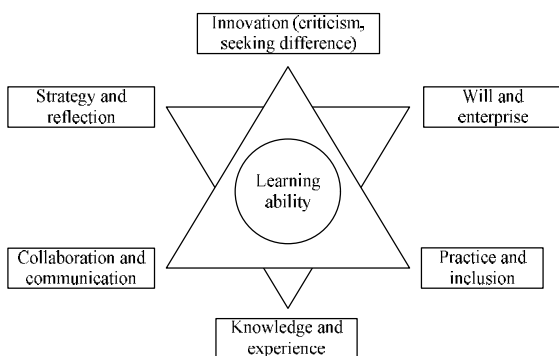


Table 2. Comparison of children's English teaching modes

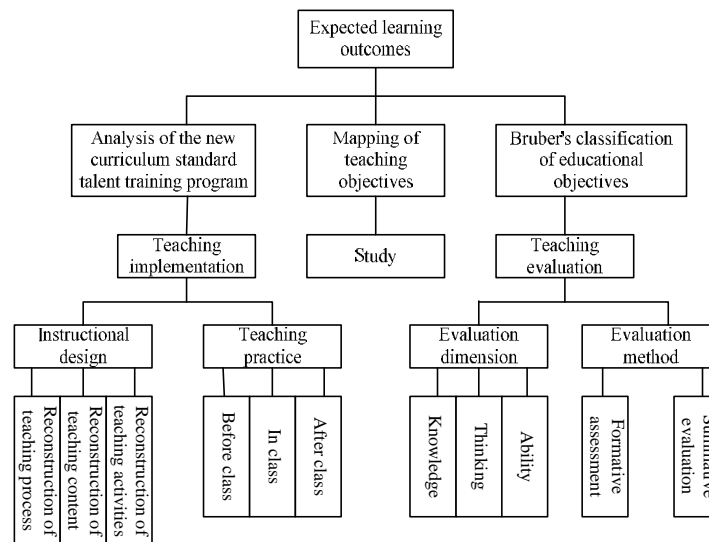
	Traditional method	Methods of this paper
Teacher role	Demonstration	Demo+action
Student role	Passive acceptance	Take the initiative
Teaching method	Mainly taught by teachers Give priority to teaching	Focus on students' learning Using multiple methods
Teaching tools	Teaching material	Textbook+PPT+network resources
Teaching form	Explanation+Practice	Pre class micro class+class explanation +Ask questions freely
Classroom content	Teach	Solve
Audit method	Examination	Learning process evaluation
Ultimate objective	Learn knowledge	Learn+use knowledge

Based on the analysis of the information in the table above, it can be seen that the English teaching skills for children in preschool education major proposed in this paper are obviously more suitable for children's growth characteristics. Based on this, the English teaching system for children and related contents are further optimized and reconstructed.

**2.3. The realization of children's English teaching optimization**

In order to better achieve the expected effect of children's English teaching, the teaching process of children's English is optimized. The model of children's English teaching is divided into three stages, which are:pre-school teaching task assignment, classroom teaching activity expansion, and after-school learning and consolidation of

children's English teaching. In the process of curriculum design, children 's English learning effect and tasks are reasonably allocated and optimized. Combined with modern teaching equipment, personalized learning recommendation is based on micro course+learning evaluation mode. Combined with traditional methods and subject teaching functions, the pre class preview and after class review are carried out to effectively expand students' learning thinking. In the process of children's English teaching, it is necessary to redistribute the tasks of children's English teaching course reasonably, carry out teaching activities around the tasks, consolidate and apply knowledge points, and carry out interactive teaching reasonably. Based on this, the teaching mode of children's English is standardized as follows:



**Figure 4. Optimization of children's English teaching mode**

Based on the above model, we will deepen the teaching experience of children's English for vocational students, improve the teaching experience and field control ability of relevant majors, and cultivate the typhoon and self-confidence of students majoring in preschool education. In the process of children's English teaching, it is necessary to train the students' pronunciation, intonation,

teaching posture, teaching posture, movement and expression. By watching some related teaching videos, we can better elaborate teaching ideas, practice teaching and teaching methods. In the process of teaching, it is necessary to guide students' activities and communication modes reasonably, optimize the content of children's English teaching by arranging teaching activities reason-

ably, and effectively cultivate and reflect the communication and group nature of children's English learning. With the teaching objectives as the carrier, the teaching content is reconstructed to obtain the representative content of children's English teaching. In the process of children's English teaching, first of all, it is necessary to make a reasonable plan for the content of English teaching materials, at the same time, it is necessary to flexibly regulate the theoretical basis of children's English teaching, and grasp the balance between children's English learning and application. In the process of pre-school education in higher vocational education, the differences between the theoretical basis and the teaching and training objectives of children's English teaching should be reduced. Therefore, it is necessary to plan the comprehensive teaching basis and objectives reasonably, improve the curriculum system, and ensure the teaching effect of children's English.

### 3. Analysis of Experimental Results

In order to verify the effect of examining and reconstructing the English teaching skills of preschool students in higher vocational education, this paper makes an investigation and analysis. In the experiment, 1000 students majoring in preschool education in a vocational college were selected as the subjects. 500 people were selected to apply the traditional teaching and practice mode, and another 500 people were selected to conduct teaching and practice under the guidance of this paper for a year of observation and analysis and record. The teaching results of the traditional methods are recorded as the comparison group, and the methods in this paper are recorded as the experiment group. First of all, the age of English teaching children and the basis of English learning were investigated and recorded as follows:

**Table 3. Sample survey data**

Statistical category	Number of spot checks (person)	Effective number (person)	Constituent ratio %
Junior English	200	150	40
3-4	200	150	20
Preschool English	300	280	60
4-6	150	150	30
6-8	150	130	30
Total English projects	500	430	70
Department total	500	430	100

Furthermore, this paper makes an anonymous questionnaire survey on the satisfaction of the application of this method in the examination and reconstruction of English

teaching skills for preschool students in higher vocational education, and records the results as follows:

**Table 4. Survey results of children's English teaching satisfaction**

Project	Features	Degree
Teaching methods	Interactive whiteboard teaching; children: part of the use of interactive whiteboard teaching;	Like
	In the teaching process, humanities, society, ecology and other multi-disciplinary integration;	Prefer
	Exclusive introduction of the world's advanced CLIL teaching method	Dislike
Classroom atmosphere	Family education public lecture+values education.	Active
	Children's section	Commonly
	Langshao English textbooks and new concepts.	Inactive
Listening and speaking ability	Grade	Significantly improved
	Introduce Korean textbooks, the design of which is based on the concept of "picture book reading	Slightly improved
	The learning of content and language connection;	No improvement
Self-confidence	English teaching practice	Strengthened
	English teaching model	Unchanged
	English teaching theory	Decline
Teaching effectiveness	Improve professional English ability and workplace competitiveness	Good
	-	Commonly
	-	Difference

According to the analysis of the survey results in the table above, the survey and reconstruction method of children's English teaching skills proposed in this paper is more popular with students majoring in preschool education in higher vocational education. In the process of children's English teaching, most of them are taught in

the mode of class. In the process of teaching, children's listening, speaking, reading and writing abilities are compared and investigated. The specific structure is shown in the Table 5:

**Table 5. Teaching effect of traditional method**

Test question type	Fraction ratio %
Hearing	20
Connection	30
Judge	20
Situational dialogue	30
Read	30
Oral language	20

Oral language	60
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**Table 6. Teaching effect of this method**

Test question type	Fraction ratio %
Hearing	70
Connection	60
Judge	70
Situational dialogue	60
Read	70

It can be seen from the observation of the information in the above table that, compared with the traditional teaching methods, the methods proposed in this paper have better effect in listening, speaking, reading and writing. Based on the above survey results, further combined with the theory of buterview statistical analysis, the interactive parameters in children's English learning process are tested, and the children's English teaching method in this paper is recorded. Basic description statistics are as follows:

**Table 7. Basic descriptive statistics of children's English teaching**

	Statistic	Bootstrap			
		Deviation	Standard error	Lower limit	Upper limit
EC	80.12		2.64	73.46	84.16
mean value	22	-1.3	13.480	26.82	30.59
N	16.468	-4.09	0.16	1.45	1.265
standard deviation	2.154		1.23	0.135	0.124
Standard error of mean value					
OC	82.16		2.41	77.48	81.15
mean value	20	-1.4	0.48	20.462	10.156
N	15.468	-0.51	1.01	1.26	0.158
standard deviation	4.120		3.89	0.152	2.48
Standard error of mean value					
EC&OC	20.959	0.00	0.00	0.04	0.95

According to the comprehensive analysis of the survey results of Table 4, table 5, table 6 and table 7, compared with the traditional methods of children's English teaching, the method of examining and reconstructing the children's English teaching skills of preschool education major proposed in this paper is more effective in the practical application process, and under the guidance of this method, the students' English learning ability has been significantly improved, and the vocational colleges that practice teaching The students' satisfaction with the method is also high, which proves that the method proposed in this paper is more practical and fully meets the research requirements.

**4. Conclusion**

Based on the investigation and analysis of the poor effect of preschool English Teaching in vocational colleges, this paper puts forward the research goal of examining and reconstructing preschool English teaching skills. Through the combination of modern teaching equipment, the teaching mode and content of children's English are optimized. Finally, through research, it is confirmed that the method of examining and reconstructing children's English teaching skills proposed in this paper is highly applicable, fully meets the research requirements, and can be further widely used in practice.

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