

# The Elementary Study of Preschool English Education in New Era

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**Abstract:** English teaching has been carried out in Chinese children's education for nearly 20 years. With the continuous development of preschool children's English education research, the preschool English teachers has become the key to guarantee and improve the quality of preschool English education. Preschool English education is also a very comprehensive subject, which is closely related to children's education, linguistics, psychology. This article is to help preschool English teachers to understand the basic principles and methods of preschool English education, clarify the goals and content of preschool English education, and master the teaching skills and skills to better meet their professional development needs.

## 1. Introduction

Early childhood English learning is a very common phenomenon. Preschool English education is a subject that studies the theory and educational practice of early childhood English education and explores the rules of it. "Enlightenment" is the orientation of preschool English education. The meaning of enlightenment is the early enlightenment of preschool English education on English for young children. It can cultivate their sensitivity to English pronunciation and language sense, stimulate their interest in English learning, and learn some common and life-related English vocabulary. By learning English, children understand how people use English to express their own understanding and feelings, and understand the difference between English culture and Chinese culture from perceptual meaning. Children's initial feelings, understanding and use of simple English for future English learning are available as well. Enlightenment promotes the comprehensive and healthy development of young children.

## 2. The Features of Preschool English Education

### 2.1. Children have strong affinity motivation.

The children are in a specific language environment to become members of the language group and actively learn and master the language in order to adapt to the language environment as soon as he can. Children aged 3-6 years old have strong curiosity and willingness to explore new language. And children often regard English learning as a game or a way of obtaining attention and praise from adults. in their paper.

### 2.2. Children get intuitive learning from action, expression or direct image.

Preschool children mainly rely on the direct perception of the specific images of the movements of people and the colors and shapes of the objects. And the associations generated by the specific images also play a great role in their understanding of the whole world. This way of thinking allows children to understand, accept, and use language through intuitive movements, rich expressions, specific scenes and objects.

### 2.3. Multi-sensory activities are essential.

Teachers should design a variety of lively and interesting activities for preschool children, such as songs, chants, games, performance, paintings, DIYS, etc. These multi-sensory activities can

stimulate children's interest in learning from multiple perspectives, enabling them to learn in a positive and pleasant atmosphere.

#### **2.4. Unintentional attention is superior to intentional attention.**

The attention from children aged 3-6 years is based on unintentional attention, while the intentional attention lasts a shorter duration.

#### **2.5. A silent period exists in language learning.**

Like acquiring a native language, children also experience a “silent period” in English learning. Listening input goes first step to master the language. Therefore, teachers should try our best to create conditions for children to listen to more recordings, to watch more cartoons, and to listen to more teachers.

#### **2.6. Need encouragement and help from adults.**

The encouragement and praise for children's English learning is expressed to children, which will arouse children's more sincere trust and confidence to learning English.

### **3. The Content of Preschool English Education**

#### **3.1. The Content of Preschool English Education**

Preschool English Education includes basic voice intonation, vocabulary (about 500 words and about 50 idioms, common signs and languages), and grammar (nouns:countable and uncountable nouns; pronouns: personal pronouns, demonstrative pronouns; verb: verbs related to human body; Preposition: Orientation preposition.).

#### **3.2. The Dimensions of China's ELT**

It is very necessary to be clear about the Dimensions of China's ELT.1. Broaden horizon, expand learning and enhance cultural identity.(from the personal perspective); 2. Facilitates friendly relationships and synergistic collaboration.(from the social perspective); 3. Promotes people-to-people interaction and public diplomacy.(from the national perspective); Cultivates global citizens for a peaceful world. (from the global perspective).

#### **3.3. The requirements for Classes of different level**

The teaching requirements for different class are not the same. For the first year class in the kindergarten, pure speech tone input or cognitive development stage are processed, which is mainly based on cognition. The second year in the kindergarten, the tone of speech input and the complete language development stage are promoted. And children pay attention to the main sentences. The last year in the kindergarten, intonation input and unconscious reading are very important. The aims are: 1. being able to speak the words and sentences learned in the correct phonetic tone, and to speak about 300 words in the correct phonetic tone 2. being able to conduct daily conversations within the scope of the language knowledge.

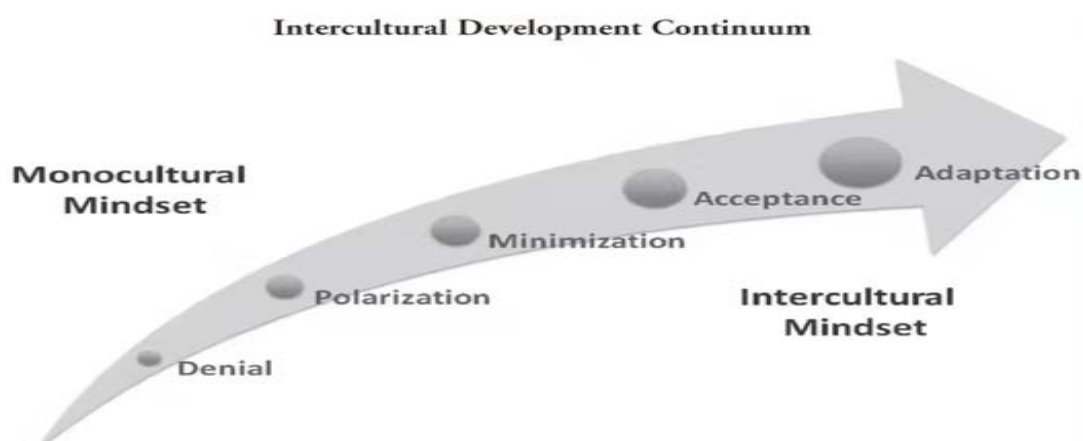


Fig. 1 Intercultural development of a foreign language

### 3.4. The Procedures of Preschool English Education

The design of preschool English education activities is included in three basic steps: preparation, procedures and reflection of teaching activities.

About preparation for classes, the first work that the teacher must carry out before class is to research the textbooks. To research textbook is to understand the teaching purpose and task of the textbook, analyze the composition of the textbook and the basic knowledge or skills of the chapters. Children's knowledge base, cognitive level, hobbies, temperament, personality, and family environment are different, so teachers should have a comprehensive understanding of every child in the class.

There are five steps in the class procedures---warming up, leading in, presentation of new knowledge, practice, consolidation, extension.

Reflection means thinking about the past and summing up the experience and learning lessons. The reflection of teaching activities refers to the experience of the teaching activities. Teachers' reflection on teaching is a self-issuance of teachers to improve their teaching level. Teachers reflect their own teaching behaviors, recognize their own shortcomings in teaching, and improve in the next teaching process. Scientific and objective reflection on one's own teaching activities will help to improve the teaching level and promote the comprehensive development of young children. Teaching reflection can also improve teachers' sense of responsibility.



Fig. 2 Global Competence of a foreign language

#### **4. Conclusion**

Language learning is a process that requires listening, speaking, reading, and writing skills. Parents and teachers should pay more attention to the learning process, not the outcome. We should use preschool English learning activities as a means to enrich children's experience, broaden the horizons of young children, and promote the development of children's language. At the same time, we help children correctly understand the language and the culture of speakers. The real purpose of English teaching is to cultivate children's interest in learning English and promote the comprehensive development of children. Preschool education experts combine the characteristics of children to the position of the preschool English education goal so as to cultivate children's English learning interest. They aim to enhance the children's language sensitivity, develop the enthusiasm of children's language communication and enrich the children's understanding of the world's multiculturalism.

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