

# Reforming the Early Childhood English Teaching Model in Preschool Education Programs: A Critical Discussion

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**Abstract:** *This study takes the reform of early childhood English teaching models as its point of departure, with a particular focus on current instructional materials and systemic challenges. Specifically, it examines reforms targeting the early childhood education model for students in secondary vocational preschool education programs and proposes corresponding strategies for innovation. At present, vocational education in China tends to underemphasize English instruction, resulting in generally weak language foundations among secondary vocational students, overly traditional teaching models, and limited language proficiency. Through this research, the study aims to identify practical measures that can contribute to the advancement of English education in China, enhance students' overall competencies, and strengthen their English language competitiveness.*

**Keywords:** Preschool Education Majors; Early Childhood English; Teaching Skills; Model Reform.

## 1. INTRODUCTION

Preschool children are in a period of rapid intellectual growth and also a golden age for language acquisition. At this age group, children's native (or first language) thinking has not yet taken shape, and they are better able to accept other languages. Therefore, there is a shortage of talent and insufficient programs in English teaching for young children in China at this stage. During this period, if basic English teaching is provided to young children, it can better promote their language learning. However, the current emphasis on early childhood English teaching in China is insufficient, and there is a shortage of relevant talents. In order to better cultivate outstanding talents for the country and improve knowledge reserve capabilities, it is necessary to reform the major of early childhood English education. Preschool education is a profession with a long history, which cultivates talents for our country. However, the number of students majoring in preschool English is relatively small. With the rapid development of the social economy and the continuous rise of the population in China, the improvement of people's quality of life also indicates the increasing demand for education. The teaching staff of English preschool majors is actually declining at this stage. In order to better cultivate excellent preschool teachers and cultivate outstanding professional talents for preschool education, society should pay more attention to English teaching in preschool majors, improve the professional level of teachers, and gradually make English a necessary skill for people. The keyword with the highest emergence degree in English literature about altitude training is "prediction". The keyword "prediction" has the highest emergence rate of 5.69, indicating that "prediction" is the frontier of research of altitude training in this time period. It is widely mentioned by scholars in English literature. It can be seen that, in just ten years, researches related to altitude training has gone from the concept of "intermittent hypoxic training" "simulated altitude", through high residence and low training, aerobic performance, red cell volume, to remote sensing data, neural network level research, each stage of research focus and direction are different, the research related to plateau training both breadth and depth, have been greatly developed.

## 2. THE IMPORTANCE OF ENGLISH TEACHING FOR PRESCHOOL EDUCATION MAJORS

The integration of "post course competition, certification and innovation" needs to integrate vocational certification and talent training through professional talent training program adjustment, curriculum structure optimization, content design, teaching method and means upgrading, and improve the vocational education service ability of "post course competition, certification and innovation" integration with the goal of job demand and skill training as the core, so as to further improve the basic vocational skill level and comprehensive vocational quality of students. To achieve professional goals, we need to build a team of teachers with advanced vocational education concepts, solid theoretical foundation, skilled practical skills, careful logical thinking and rich language expression. Full-time teachers in teams should be enterprising, moral and caring; It is necessary to

have rich theoretical teaching experience and be able to integrate in practical teaching work. Based on the research on the problems in the current ideological and political construction of the curriculum, the quality management system of the ideological and political teachers of the curriculum has been established. With the management system as the starting point, the assessment method as the mechanism, and the "four teachers in one" service platform as the link, the ideological and political awareness of the educational ideological and political team has been enhanced, and a benign growth environment has been created for the teaching staff. To improve teachers' political and thinking abilities, we need not only to start from teachers themselves and strengthen their self-cultivation through internal motivation, but also to create a good system and management level of teachers in the external environment, and provide guarantee strategies for teachers.

### **2.1 Fully meet the development needs of preschool education**

In recent years, the accelerating process of globalization has led to higher demands on teachers. From a global perspective, there is no doubt that English has gained international status and its usage is also widespread. Therefore, the overall environment requires people to master a language survival skill. Early childhood is the easiest time to receive education, and teaching English knowledge to young children during this stage can better improve their language proficiency. Early childhood English education has also entered people's vision at this stage, becoming the cornerstone of learning.

### **2.2 Promote the effective improvement of one's overall quality**

In early childhood, children are sensitive to learning various knowledge, especially in the stage of language recognition. Good teaching and guidance can promote children to learn more knowledge. Teachers in preschool professional education need to continuously improve their own expertise while also enhancing their ability to learn English. Teachers play a driving role in English teaching for young children in their future work. They need to fully guide children's learning, allowing them to feel the joy of English in the learning process, cultivate good English learning habits, and lay a foundation for language learning.

## **3. PROBLEMS IN DEVELOPING ENGLISH TEACHING SKILLS FOR PRESCHOOL EDUCATION MAJORS IN VOCATIONAL SCHOOLS**

### **3.1 Lack of emphasis on English within the vocational education system**

Nowadays, the development of people's quality of life has enabled a group of people to get into excellent schools as they wish. Some students, due to their emphasis on their own skills, go to the vocational education system to cultivate new skills. This way of self-improvement actually leads to a misconception among most people about vocational schools, including some universities that only cultivate students' skills rather than English knowledge in the process of education and learning. Over time, many students lack certain practical and competitive abilities in English.

### **3.2 Vocational English textbooks do not meet actual needs**

Many vocational colleges use English textbooks that are consistent with those used by other majors, ignoring the particularity of preschool education. Learning cannot be separated from the promotion of teaching. If English teaching is unrelated to preschool majors, students cannot apply English knowledge to their work in practical operations. In addition, although some schools have introduced preschool education textbooks, there is a lack of interest in the teaching process, which cannot make students feel the charm of preschool education more when learning English, and may even lead to a lack of interest in English.

### **3.3 Backward teaching mode of vocational English classroom**

The outdated teaching mode of vocational English classroom is also one of the reasons for the slow development of early childhood English teaching. Many universities only briefly explain theories to students when teaching English to young children, without combining theory with practice or combining English teaching with the special characteristics of preschool majors. This approach greatly reduces students' interest, so many English teachers lack recognition of students' subjectivity and are difficult to engage students more in the classroom, which is not conducive to students' learning of the major.

### **3.4 Vocational school students generally have poor English foundation**

Students studying in vocational colleges may have some gaps in their knowledge learning compared to regular high schools. Many students have weak English foundations, low interest in speaking, and are relatively indifferent to English learning. So in the teaching process, it is even more important to identify the problems and help students start from the basics, so that they no longer reject English classes, and continuously improve their interest in English, allowing them to immerse themselves in English learning under the influence of environmental factors.

## **4. CLARIFY THE DIRECTION OF ENGLISH TEACHING REFORM FOR VOCATIONAL PRE-SCHOOL EDUCATION MAJORS**

### **4.1 Direction of Curriculum Reform**

In the teaching process of preschool English courses, the preschool education major should be practically incorporated to guide the curriculum from a practical perspective. Especially when organizing the curriculum, starting from the basics, applying new media technology and using various teaching methods can greatly enhance students' interest. The curriculum can also be designed to cover different topics of preschool education, comprehensively improving English reading and writing skills around these topics, and allowing students to have a preliminary grasp of early childhood teaching modes. In the teaching process, teachers should also guide students to learn the expression methods of young children, learn to consider young children from the perspective of teachers, continuously cultivate their English thinking, improve their recognition of their profession, and enable them to love their positions and continuously promote their own learning. To lay a solid foundation for the future learning of professional abilities and the reform of educational models.

### **4.2 Key and difficult points of English reform for preschool teachers**

The major of early childhood language education aims to comprehensively improve students' basic skills in English reading and writing. When applying language, students can also experience teaching concepts in real situations and apply their expertise in real practice. In addition, in order to better enable students to improve their English teaching abilities, teachers can also start with teaching reform, focus on meeting the English teaching needs of young children, enhance students' comprehensive language application abilities, and then promote English reform comprehensively through simulated teaching and peer teaching. The major of early childhood English teaching requires students' cooperation and continuous improvement of their learning and teaching abilities, which has become a difficult teaching method in the current reform.

### **4.3 English classes for preschool teachers should focus on cultivating students' professional and vocational abilities**

The English classes for preschool teachers in early childhood education need to cultivate students' abilities in both professional and vocational aspects. Firstly, it is necessary to provide students with a comprehensive understanding of English teaching in terms of listening, reading, and writing. It is also important to strengthen students' English foundation, improve their English language expression, and enable them to develop basic oral skills and enhance their overall language abilities while mastering correct pronunciation. This has become a major that needs to be mastered in early childhood education in the future. Secondly, basic professional abilities. In the process of teaching, teachers also need students to understand the teaching mode and content of English for young children, be able to integrate nursery rhymes and games into early childhood teaching, learn certain words, independently design English games and lesson plans, and deeply memorize the vocabulary and sentence patterns that young children use in their daily lives.

## **5. ESTABLISHMENT OF SEGMENTED TEACHING MODE FOR PRESCHOOL PROFESSIONAL ENGLISH**

Based on the professional characteristics of preschool teachers and the needs of society, and considering the characteristics of preschool students and the problems in teaching, we divide the structure of preschool professional English teaching into three stages: English basic course stage, preschool English professional course

stage, and Orff English game experience course stage. And corresponding teaching objectives and measures were formulated based on the characteristics of different stages.

### **5.1 Basic English Course Stage (Semester I, II, and III)**

#### **5.1.1 Teaching Objectives**

Establish a solid foundation in students' English and enhance their comprehensive application of language.

#### **5.1.2 Teaching Measures**

In the teaching process, due to students' poor basic English skills, it is necessary to start with the most basic phonetics, so that students can have daily conversations in English. In the classroom, teachers can also use games to enhance students' interest in learning English courses. For example, using situational teaching methods, students can incorporate some script adaptations into their English learning process and role play the script in a group mode. Learning English during entertainment can better improve students' understanding of English, and they can also communicate in English easily in daily foreign-related activities. This approach can also better equip students with necessary knowledge and enhance their confidence.

#### **5.1.3 Requirements for the Implementation of Teaching Measures**

Speech section: During the teaching process, teachers can start with the most basic 26 letters to enable students to accurately understand the pronunciation and the relationship between letters, thereby improving their efficiency in memorizing words.

Vocabulary section: After mastering the correct methods of memorizing words, students need to use the correct phonetic knowledge to memorize and remember the key and difficult points in the text, thus improving their vocabulary. In this way, students can better spell English words through listening, promote their understanding of English, and improve their learning efficiency.

Dialogue section: This section requires students to have a certain foundation in English and be able to engage in simple daily communication with their classmates. Based on the students' situation, they are divided into groups and asked to write their own scripts. During classroom performances, students can use situational patterns to write and perform, which can better enhance their interest in learning.

Text section: Text teaching requires teachers to have a certain understanding of students' English knowledge. When necessary, a hierarchical approach should be adopted to assign students with poor English proficiency to those with better foundations, so that the students with better foundations can drive the students with weaker foundations. With the joint efforts of both parties, difficulties and summaries can be identified in the text. In this way, students with weaker foundations can, under the supervision of teachers and the help of students, better understand and master the text with good English knowledge and skills, and also participate more deeply in English teaching at this stage. Teachers can also apply knowledge from early childhood education to English teaching, allowing students to be more engaged in learning.

### **5.2 Basic Course Stage for Preschool English Majors (Fourth Semester)**

They strive to be calm and easy to work with. They need more time to plan and are determined and steady in their steps when it comes to making decisions. True, there are plenty of koala female leaders in the workplace, but the day when a tiger female leader isn't treated differently is the day when true gender equality is reached.

#### **5.2.1 Teaching Objectives**

Through English teaching courses, students can gain a preliminary understanding of the key points of early childhood English teaching and cultivate their teaching abilities.

#### **5.2.2 Teaching Measures**

Classroom teaching can better impart teaching methods to students, and can also incorporate scenarios into the teaching process, allowing students to deeply feel what kind of teaching methods they should adopt.

### 5.2.3 Requirements for the Implementation of Teaching Measures

When students are studying early childhood education, they need to fully grasp the psychological characteristics of language learning in young children at that time, master the outline and theoretical basis of early childhood English teaching, integrate the English teaching mode, apply theory to practice, write and compile English teaching outlines, and have a deeper understanding of early childhood English textbooks. In language teaching for young children, due to their lack of concentration and low acceptance of dry knowledge, games and story explanations can be used to engage children and increase their interest in English learning, while also improving the professional level of teachers. Teachers can choose stories to explain to children according to their age, which can better promote English teaching for young children.

## 5.3 Orff English Game Experience Course Stage (Fifth Semester)

Orff English game experience class is a special teaching method that uses games to enhance children's interest and allow them to focus more on the learning process. Several meta-analytic studies have emerged to clarify the controversy between the two, leading to more stable findings. A large number of empirical studies have attempted to investigate the relationship between gender and leadership style and the resulting leadership effectiveness, and several meta-analytic studies have emerged to clarify the controversy between the two, leading to more stable findings. The instance of this research also shows that female leadership is still lacking in comparison to the dominating males in the leadership structure. When women are absorbed into the strong competition, that is, when the leadership style is masculine, women's leadership competence is nevertheless scrutinized and questioned, and corporations are less forgiving of female leaders' failures than males.

### 5.3.1 Teaching Objectives

Through the learning of game experience courses, students can apply this method to practical teaching processes, better grasp music teaching methods, and understand teaching principles. Leadership style played a bigger influence than the failed merger among the core factors of Carly's departure from Hewlett-Packard. In the heart of the female leader's position, the traditional mindset, both Chinese and Western, male and female, remains at the level of a vase, where the vase does not refer to the situation in terms of appearance, but rather to the character traits that can be moderated or neutralized in comparison to the male's decisive impetuous femininity: gentle, easy-going, and understanding. When a tiger-like Carly began to drive change, management sensed a difference between expectations and reality, and disputes arose and intensified, finally leading to a disagreement between the two sides. Most people have the same expectations of an ideal female leader as they do of a koala leader when it comes to PDP leadership traits: being kind and dependable, promoting harmony and collaboration, avoiding confrontation, and being non-judgmental. In terms of demeanor, they have a relaxed, serene, and self-assured demeanor.

### 5.3.2 Orff English Game Experience Course Stage Teaching Measures

The principle of Orff's English game teaching method is to start from the perspective of music, starting with singing and rhythm, to transmit more interesting English learning methods to young children. By adopting targeted teaching, children can also feel the charm of English teaching during the learning stage. People are usually ready to discuss the degree of gender equality in the world today and delight in the rise of female leaders (including spiritual leaders) after a long period of male supremacy, but the reality is that women still have a long way to go in their pursuit of equality. Take Carly, who joined the storied and ailing Hewlett-Packard Company as a female CEO with high hopes for steady progress, but was eventually disappointed.

### 5.3.3 Teaching Measures Requirements for Orff English Game Experience Course

Orff English game experience class, in the learning process, teachers can combine dance and language singing with English, allowing children to improvise and speak freely during the learning process, fully mobilizing children's learning participation and improving their concentration ability. This educational method can stimulate children's enthusiasm for learning English more effectively. Through hands-on and mental experiences, students

can participate in various senses, which can promote more autonomous actions and thoughts during learning. Teachers can also better start from children's autonomy in the educational process, promote children's learning, and stimulate their thirst for knowledge.

## 6. CONCLUSION

Vocational education is an education that needs to address the social needs of young children. The emphasis on English teaching in preschool education also proves this point, and teaching activities should ultimately meet social needs. Therefore, in the cultivation of preschool education for students, it is necessary to abandon traditional teaching concepts, constantly improve with the times, allow students to receive more fresh knowledge, and focus on cultivating students' practical application abilities. The effect of the reform process is obvious. Through early childhood English teaching and Orff teaching experience method, students' creativity and imagination can be better improved. Introducing English concepts in a segmented manner can better broaden the thinking of early childhood English teaching. The Orff teaching experience method can also better improve students' rhythmicity and perception ability of music, by incorporating the core ideas of creation and participation into the concept of English. This experience method is not obtained through external ideological indoctrination or practice, but rather enables students to truly achieve the unity of theory and practice in the learning process, becoming the masters of learning. So in the current era of continuous reform in preschool professional English teaching, improving the segmented teaching mode can better cultivate high-quality talents for society, enhance vocational education capabilities, continuously promote students' learning of new knowledge, and provide higher quality talents for our country.

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