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A Study of The Role of Language Teaching in Improving the Quality of Early Childhood Education

Wen Wei* Nordin Bin Mamat

Faculty of Education & Liberal Sciences, City University Malaysia, Malaysia

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ABSTRACT

The early childhood stage is the key period of learning for young children, for this reason, in early childhood teaching, we should be able to recognise the necessity of language teaching, and adopt effective ways and means to help young children to learn language knowledge, so that young children can master how to express their own ideas, and be able to communicate fluently with other children and teachers, and then improve the expression of young children at the same time, but also be able to lay a solid foundation for the subsequent learning and development. This article focuses on the relevant aspects of language teaching in early childhood. This paper focuses on the relevant measures of language teaching in early childhood, so as to better promote the enhancement of children's language skills.

1. Introduction

Children in early childhood are active, inquisitive and gradually thinking, kindergarten is the first place to cultivate children's comprehensive ability to improve, and also to form the early childhood stage is the key period of language development, and early childhood teachers are the supporters, co-operators, and guides of young children's learning. Under the pilot implementation of the Guidance Programme for Kindergarten Education, to improve the quality of teaching and learning in early childhood education, early childhood teachers should actively implement the teaching objectives and complete the teaching content according to the Guidance Programme. In early childhood teaching, in addition to paying attention to the daily life of

young children, they should also pay attention to the development of young children's language, pay attention to the use of diversified ways and means, encourage young children to boldly express their own ideas, provide them with a relaxing and enjoyable learning atmosphere, carry out the learning of language knowledge in the game, and help young children accumulate more vocabulary to express themselves, so as to enhance the language ability of young children in the process of imperceptible influence.

2. The necessity of language education in kindergarten

After the age of three, the development of various organs of young children began to gradually mature, all

*Corresponding Author:

Wen Wei,

Email: 1537151225@qq.com

aspects of the ability to develop very quickly, this stage of the kindergarten has a strong desire for language expression. For this reason, this requires a good demonstration in early childhood education, if the children do not master good pronunciation at this stage, there will be great difficulties in correcting it later. In addition, good language expression is also the basis for the improvement of written language. At the early childhood stage, teachers should focus on guiding children to express their complete meaning and cultivate the habit of thinking before speaking. Only when children have good language expression skills at the early childhood stage can they lay a solid foundation for their subsequent learning and development. Through the implementation of systematic language teaching activities, we can better promote the holistic development of children, not only enable children to learn relevant knowledge, but also recognise the tool for learning knowledge - language, so as to better promote the holistic development of children's morality, intellectuality, physicality and aesthetics.

The role of language is to communicate, and the prerequisite for communication is that both parties can understand, and only through accurate expression can communication be carried out correctly. For this reason, it is important to guide children's development in this area in early childhood education, to guide children to be able to accurately listen to and recognise sounds, and to correctly distinguish similar sounds that exist, which is the basis for language expression. The amount of vocabulary acquired by children will, to a certain extent, affect their ability to express themselves orally, as well as the development of their sense of thinking and cognitive ability. For this reason, in kindergarten education, it is necessary to guide students to learn new vocabulary, to master the correct pronunciation, and to apply it accurately and skilfully in educational and teaching activities as well as in daily life. The ultimate goal of kindergarten language education is to improve children's oral expression, guide children to use vocabulary correctly and communicate according to the rules of the language, which requires children to develop correct listening and speaking habits, so that children can have a strong dialogue and narrative skills.

3. Kindergarten language education measures

3.1 Build a relaxed and harmonious learning atmosphere, and guide children to dare to express themselves in the situation.

In kindergarten teaching, the teacher as a guide to young children's learning, can not just be a bystander, but to really enter the young children, closer to the distance

between the children, to participate in the learning and life of young children, to build a harmonious relationship between teachers and children, to build a pleasant learning atmosphere for young children to be able to easily express their own ideas, and to enhance the kindergarten expression of confidence. In language teaching, teachers should not only focus on their own explanations, but should create a relaxed and pleasant atmosphere, guide children to speak together, guide each child to express their own ideas, and encourage children to enhance their self-confidence. While guiding the children to obtain psychological satisfaction, let the children like to answer the teacher's questions, and then cultivate the children's language expression ability.

In addition, the application of contextual teaching in early childhood language teaching can greatly stimulate the interest of young children to participate in knowledge learning, can give young children a variety of sensory stimulation, give young children a sense of immersion, to meet the curiosity of young children at the same time, but also can effectively reduce their pressure and burden, so that they can be in a relaxed and pleasant atmosphere in the acquisition of relevant language knowledge, to stimulate their potential. It can also be carried out through a variety of games, children's songs and other activities, guiding children to be more actively involved in the learning of games, stimulating children's curiosity, and guiding children to improve their language expression skills by repeating children's songs over and over again.

3.2 Incorporating games into practical activities to stimulate interest in language expression

Children in the early childhood stage are relatively young and have a natural interest in games. Therefore, in the development of language teaching activities, this can be used as a carrier, combined with the teaching content to carry out diversified game activities, guide children into the game activities, to get fun at the same time, but also to improve the children's language expression ability, and to learn the relevant content of language knowledge. In this way, we can not only improve children's ability to express themselves, but also stimulate children's interest in learning language knowledge. All knowledge learning is linked to practical activities and will be used in real life. Therefore, in kindergarten teaching, we should pay attention to the integration of language teaching into various practical activities, so as to improve the children's language ability, and let the children recognise their own deficiencies in language expression, and make clear the direction of their efforts. By improving the enthusiasm of children to participate in activities, it can also improve and expression abil-

ity, and other children will learn from them, actively and more actively into the language training, and promote the enhancement of each child's language expression ability.

3.3 Constructing a communication atmosphere to stimulate the desire for language expression

Language is a tool for people to communicate and exchange, and language can only play its role in a specific situation. In kindergarten, some children do not adapt to the kindergarten environment at the beginning, and they are often reluctant to communicate with others and express their own ideas. As a matter of fact, the fundamental reason why young children are unwilling to express themselves and do not want to speak is that they do not know how to speak. For this reason, it is necessary to create a communication environment for young children in early childhood education and teaching, and guide them to integrate into it, so as to avoid the situation of young children having nothing to say. By creating a positive language learning environment, it is possible to improve children's language skills. The creation of a language learning environment also enhances the children's ability to perceive language, guides them to actively listen and identify, and strengthens their ability to output and transform language. In this regard, it is necessary for teachers to set up a fixed language environment, such as guiding children to explain picture books to their peers and read with them. Through the development of various language activities, language teaching can be more targeted, and interaction and communication between children and teachers can be greatly strengthened. The training of kindergarten activities is not only limited to specific environments, but also to create a variety of language expression situations for children, and to be able to cultivate language skills throughout the education and teaching and daily life of every link. In language teaching, it is also important to pay attention to the use of scientific methods, only through the application of reasonable and targeted methods can we better improve the language expression ability of each child. In the process of language education activities, we should be able to observe the specific performance of children. For example, for children who don't like to talk, there may be negative emotions, then the teacher should be able to pay attention to the children's emotional changes, so as to enhance the children's participation in the activities of the positive initiative. In addition, it is also necessary to pay more attention to children from the emotional level, and guide children to gain in language activities. In a happy emotional atmosphere, there is a stronger desire to express themselves, such as in the construction of relevant language activities for children, to stimulate children's inter-

est in the main, guiding children to be able to express their own ideas, and optimise the effect of language education and teaching.

3.4 Cohesion of home and family to provide assistance for language education

Young children spend most of their time in kindergarten, but it is also important to recognise the role of home education in improving children's language skills. In early childhood education, teachers should focus on communication with parents, share language learning experiences, and create a good language learning environment for children. Guiding children to participate in language learning, through the formation of synergy between home and family, to achieve the extension and expansion of language education. For example, kindergarten teachers can forward and share with parents what children learn in kindergarten every day and the basic language content they have learnt. Parents can learn about the actual life of their children in kindergarten, and they can set aside some time every day to guide their children in reading. The reading content can be shared in the form of photos or videos, with the adjective of parent-child reading together, so as to help children develop good reading habits, provide positive guidance to children, and improve children's reading and comprehension skills.

4. Optimise and innovate teaching methods to stimulate young children's interest in learning

Interest is the source of motivation for young children to learn, imitate and explore. As an important stage in the cultivation of students' interest in early childhood, early childhood teachers must not take it lightly, and must make good use of various methods to cultivate students' interest in learning, so that young children can discover the joy of learning, the beauty of life, and grow up healthily. Early childhood teachers need to actively take advantage of the ample curiosity of young children during the early childhood period, combined with the lively and active nature of young children, to optimise and innovate the teaching methods, to design a colourful teaching situation. Organise various forms of games and construct various teaching situations. For example, in the role-experience game, the teacher prepares the necessary teaching aids and builds a working situation such as doctor, policeman, fireman, etc., so that the children can choose to participate according to their own interest and hobbies. In the game to experience, experience, understanding, cultivate children's awareness of physical, cognitive, moral, emotional and other aspects. Teachers should also take the initiative to participate in

the game when the children are playing, become the children's playmates, and establish a good teacher-student relationship. It is important to note that children's thinking should not be interfered with during the game, yet they should be able to provide timely help and guidance when they need it. After the game should also be comprehensive, scientific evaluation of children, focusing on the diversity of evaluation, targeted guidance, encouragement, praise. Change the traditional way of teaching such as recognising words, learning children's songs, doing arithmetic problems and other dull teaching methods, innovate teaching methods in line with the development of the times and current education concepts, stimulate young children's interest in learning, and lay the cornerstone for the development of young children's future students.

5. Conclusion

In conclusion, early childhood education should recognise the necessity of language education, improve children's language ability through language education, and meet the needs of children in their learning and growth. For this reason, teachers, as the guide of young children's learning, should not just be a bystander, but should really enter into the young children, close the distance between them, participate in their learning and life, build a harmonious teacher-child relationship, and build a democratic and pleasant learning atmosphere for the young children to be able to express themselves easily and improve their confidence in expression in kindergarten. Guiding children into the game activities, get fun at the same time, but also improve the children's language expression ability, acquisition of relevant language knowledge content. This not only improves children's ability to express themselves, but also stimulates their interest in participating in language learning. Training for kindergarten activities is not only limited to specific environments, but also creates a variety of language expression situations for children, and the cultivation of language skills should be carried out in every aspect of education and teaching as well as in

daily life. In language teaching, we should also pay attention to the use of scientific methods and methods, only the application of reasonable and targeted methods and methods can better improve the language expression ability of each child. In early childhood teaching, we should continue to explore the measures of language teaching, so as to achieve the purpose of optimising the effect of education and teaching.

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