

Research on the Problems and Countermeasures in English Education for Chinese Children

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Abstract. There are a series of problems in English education for Chinese children, and research on countermeasures to address these problems is becoming increasingly important. This study explores various problems and corresponding strategies from the perspective of English education for Chinese children. The research has found that Chinese children's English education faces many problems such as language difficulty, cognitive challenges, and insufficient teaching resources. In response to these issues, some scholars have proposed a series of countermeasures, including improving the quality of English teachers, optimizing teaching methods and textbooks, and enriching teaching resources. In addition, the study also explored the possibility of using technological means to improve teaching effectiveness and called for greater emphasis on children's English education in educational policies and curriculum arrangements. In summary, this study systematically explores the problems and countermeasures in English education for Chinese children, providing a useful reference for improving the quality of English education.

Keywords: Children's education; English education; Problem; countermeasure.

1. Introduction

With the development of globalization and the increasing importance of English, English education for Chinese children has become increasingly important. However, there are some problems in the current education system that hinder children from obtaining effective English education. This article will explore the problems in English education for Chinese children and propose corresponding strategies to improve the current situation.

2. Problems in Children's English Education

2.1. Teaching Staff of Children's English Education Is Very Weak

Most children's teachers nowadays graduate from children's normal colleges, mainly focusing on professional theoretical knowledge and skills related to preschool education. In the professional learning of preschool teachers, English is not given enough attention, and if children's English teachers are not qualified, the teaching effect of offering English education will not be ideal, let alone promoting the comprehensive development of children [1]. The current situation is that one type is children's teachers who have a certain level of English knowledge, and the other type is English professional teachers who have not studied preschool education professional knowledge. Although these two types of teachers have their own professional advantages, they both have obvious shortcomings and shortcomings as qualified children's English teachers [2].

2.2. English Teaching Model in Kindergarten Is Too Rigid

The English teaching models in Chinese kindergartens are still more widely used, which are the "Professional English Teaching Model" and the "Classroom Teaching Model for English Teachers". Their shortcomings are obvious. The "Professional English Teaching Model" often only focuses on children's English learning and one-sided pursuit of learning English vocabulary.



Many teachers lack interest in their classrooms; Teaching methods tend to be oriented towards primary school; Throughout the entire process of learning English, children imitate the teacher's pronunciation; Mechanical repetitive memory; Seriously not in line with children's physical and mental development; The teaching mode is too rigid [3].

2.3. Children's English Textbooks Are Not Unified

Textbooks can unify teaching ideas and progress, ensuring normal teaching order in kindergartens. Whether it is direct kindergarten English textbooks imported from abroad, such as "Cambridge English" or textbooks written by professionals based on relevant theoretical and practical achievements, such as "New Era English", there are problems such as scientific and objective inconsistency, single content selection, high goals, inconsistency with the age characteristics of young children, the tendency towards elementary school, lack of authority and systematicity [4].

2.4. The Content of English Textbooks for Preschool Teacher Students Is Disconnected from Children's English Education

According to the research results, the English textbooks used by college and undergraduate preschool teacher students are actually not systematic and professional [5]. Many English textbooks for preschool teacher major students in normal universities are only public textbooks for college students, completely ignoring the needs of children's English teaching and their majors. There is a clear phenomenon of disconnection between the content of the English textbooks learned and children's English education [6].

In short, due to factors such as the characteristics and educational experiences of Chinese children, there are still some problems in children's education. Firstly, the English course setup is not feasible. Children are very active and lack concentration, and English education in China mostly adopts the methods of primary and middle schools, so children feel tired of English. Secondly, the professional quality of English teachers is not high. Insufficient English teachers, unreasonable teaching methods, and insufficient practical teaching abilities. Thirdly, the English education content for children is not applicable. Some English textbooks developed in China imitate Chinese children's textbooks, while others copy foreign textbooks, neglecting the actual situation of Chinese children. Fourthly, parents did not fully value it [7]. During this period, although the parents of young children had a higher level of education, there were very few English majors in the end, neglecting English-inspired education.

3. Strategies for Solving Children's English Education Problems

Chinese children's English education faces many problems, but these problems can be solved through diversified teaching methods, improving the quality of teachers, and creating a good learning atmosphere. Only through continuous efforts and reforms can China's children's English education adapt to the needs of the times, cultivate more talents with English proficiency, and provide strong support for China's global competitiveness [8]. Through research on the current situation at home and abroad and the existing problems in China, this study believes that the following strategies can be adopted to solve these problems

3.1. Train Teachers in English Education for Children

3.1.1. Specialization of course offerings

Normal schools should offer specialized children's English teaching courses, determine corresponding training objectives and forms, and promote the professionalization of preschool children's English teacher education. Skilled and professional talents who are familiar with both theoretical knowledge of preschool education and theoretical methods of English and children's English teaching should have strong teaching practical abilities to meet the requirements of their majors for teachers [9].

3.1.2. Strengthen pre-employment and on-the-job training

Pre-service and in-service training for children's English teachers is the main way to improve their teaching level. Learning is endless, and only teachers who frequently charge can gradually become excellent children's teachers [10]. The relevant departments responsible for education should provide more platforms for educational training teachers to pursue further education, participate in various lectures and research activities, and continuously improve their professional theoretical cultivation and teaching practical abilities. Only in this way can children's English teachers adapt to the needs of modern society education.

3.2. Create a Progressive and Innovative English Teaching Model

Educators should have a clear understanding of the advantages and disadvantages of various English teaching models, break away from fixed and single teaching models, adopt modern teaching models, take their strengths, and take the path of innovation. Teachers should avoid teaching towards beginners, which is in line with the characteristics of children's physical and mental development.

Children's English teaching should prioritize their interests and be integrated into their daily lives. Teachers should start with children's curiosity and interests, and use classroom teaching methods such as games, telling English stories, and singing English nursery rhymes to stimulate and cultivate children's interest in learning English, enhance children's enthusiasm and enthusiasm for learning, and abandon monotonous educational models [11].

Children learn the English language on the basis of learning Chinese. It stipulates that children's teachers can only use English to teach their own subject and other subject knowledge. The main method is to immerse children in the English language atmosphere, which can enable them to learn English efficiently and happily [12].

3.3. Establish an Admission System for Kindergarten English Textbooks and Develop Specialized English Textbooks for Preschool Teachers

3.3.1. Establish an admission system for kindergarten English textbooks.

The main carrier of educational content is textbooks. The establishment of an admission system for English textbooks in kindergartens can better regulate the textbook market, effectively improve the current phenomenon of English textbooks being disorderly, lacking authority and systematicity in the market, and thus ensure the relative uniformity of textbooks [13]. Unified textbooks can unify teaching progress and ideas to ensure normal teaching order, and also facilitate research and training of children's teachers.

3.3.2. Develop specialized English textbooks for preschool teachers

The National Education Department should prepare practical and professional special materials that meet the actual needs of kindergartens, otherwise, it will greatly limit the progress of children's English education. The English textbooks for preschool education students should be consistent with the teaching content of preschool teachers, with practical skills training in children's English education as the main focus. They should be written around the unified teaching tasks of kindergarten vocational positions, in order to achieve a high degree of integration between classroom teaching and work positions [14].

3.4. Creating a Language Environment

Education expert Sukhomlinsky said that teachers do not want to find a way to boost students' emotions and spirits, but emotional inaction can lead to fatigue. To this end, different language environments should be created for children. In class, the teacher should provide them with various English pictures, picture books, simulated fruits, animal toys, animal pictures, etc. In English activities, encourage children to say what they want to say, encourage them to engage in dialogue, communicate with peers, or have free communication among group members [15]. Teachers should

organize interesting English conversation activities and invite children to be the main speakers. Teachers and students interact by asking and answering questions, reviewing English short songs and songs, and practicing English conversations with children. The folk game "Drum and Object Handover" combines games to increase fun and improve children's speaking ability [16]. The teacher is playing a drum next to the child, and the child moves in with the sound of the drum. The drum stops, and the child delivers the item. The failed child is required to perform the program in English according to the requirements. The "stimulus" activity of this language will stimulate children and involve everyone, which is also a method of stimulating teaching. Teachers can also play English comics to stimulate and cultivate children's interest in English. Various forms of activities can fully stimulate children's enthusiasm to speak English.

3.5. Utilizing Game Teaching

Competition can liven up the classroom atmosphere. Any stage of learning is a powerful helper for stimulating children's interest in learning. Especially in the learning stage of children, guided by games, communication with children can be deepened, which not only enlivens the classroom atmosphere but also eliminates the tension and anxiety in children's learning. To achieve educational goals, attention can be focused on listening. There are three main ways to guide games. Firstly, observe and pay attention. In English games, children can actively participate in interactive games based on the charm of the game theme, whether the game is correct, and whether the child's behavior is influenced by the teacher should be paid more attention to. The teacher plays the role of coordination and cooperation in English games. If children encounter difficulties and obstacles in the game, teachers should intervene and mediate in a timely manner, provide guidance, and help children in a timely manner [17]. This not only fully respects the right of children to play freely, but also relaxes the teacher-student relationship, eliminates the traditional tension between teachers and students, and ultimately achieves the goal of creating a good learning environment. After a round of games, the teacher should summarize and evaluate the game in a timely manner. It is an important means for teachers to observe children, understand the game process, and improve game guidance strategies. Summarized the success and failure of the competition, as well as the process and results of the competition, to improve the efficiency of English classroom teaching through a general description.

3.6. Communities, Parents, and Kindergartens Actively Create an English Learning Environment to Enhance Children's Interest in Learning

Society should attach importance to English education for children, and the government should provide economic support and strictly require the qualifications of bilingual kindergartens [18]. Preschool children and kindergarten parents should create an English learning environment by pasting English-related stickers on walls or using English and pictures on mats, using English as their daily language of communication to promote English enlightenment education.

4. Conclusion

It can be said that children's English enlightenment education meets the requirements of social development and should actively promote the improvement of children's English enlightenment education. In the report, in addition to recording countermeasures, attention should also be paid to responding to changes in the times. Children and parents should pay attention to children's English enlightenment, but also teach them according to their own strengths and abilities. Children's English enlightenment teachers must make up their minds, bravely change existing problems, improve their professional qualities, cultivate children's interest in English, and lay a solid foundation for future learning and ability development.

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