

# Research on the Cultivating Path of Pre-School English Education Talent Based on ESP Demand Analysis Theory\*

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**Abstract**—With the continuous development and expansion of pre-school English education in China, pre-school English education has become an unavoidable major subject in pre-school education in the new era. However, the research on pre-school English education lags behind. Due to the lack of scientific and systematic guidance standards and the absence of relevant policies and regulations, the construction of pre-school English education personnel training is not optimistic. This paper, combined with ESP demand analysis theory, analyzes and discusses the basic professional quality and the training path of pre-school English teachers, aiming at improving pre-school English teaching and promoting the research on the training path of pre-school English talents.

**Keywords:** *pre-school education, ESP, cultivating path*

## I. INTRODUCTION

The promulgation of the "Outline of the National Plan for Medium- and Long-Term Education Reform and Development (2010-2020)" means that pre-school education in China has ushered in the spring of vigorous development, and pre-school English education, as a component of language education, has received extensive attention from all sectors of society. At present, there is a phenomenon of polarization in pre-school English education. First, "English teaching" has been over-emphasized. To some extent, the teachers have affected children's natural acquisition of local culture and awareness, as well as their interest in and cultivation of English acquisition. Second, it's too common that pre-school English education is treated as "early childhood education". Teachers do not have the corresponding English knowledge and skills, which virtually limits the formation of children's world pattern. In this situation, it is necessary to carry out English teaching according to the cognitive characteristics of pre-school children and cultivate students' interest in learning English and create a good pre-school English learning environment to improve classroom teaching efficiency. Furthermore,

students majoring in pre-school education in colleges and universities should pay more attention to the acquisition of English language and professional skills while mastering professional knowledge. Therefore, how to train qualified talents for pre-school English education has become an urgent problem to be considered and solved. In other words, pre-school English education personnel training has become an important and urgent task, playing a pivotal role especially in pre-school education as the starting point of education.

## II. LITERATURE REVIEW

### A. Status quo of research in China

ESP (English for Specific Purpose) is an English course that refers to English for a specific occupation or subject and English course combining the specific goals and needs of learners. Chinese education circles began to pay attention to ESP in the late 1970s. Since the 1980s, universities of science and engineering all over the country started to set up specialized English courses for undergraduate majors. As a branch of applied linguistics, theoretical and practical research on ESP has gradually expanded from focusing on scientific English and medical English to tourism English, aviation English, maritime English, financial English and business correspondence and telecommunications English. The main body of ESP research has gradually extended from scholars and experts from the foreign language field of few key universities, to the subject education talents of various types and levels being cultivated, thus strengthening the strength of ESP research team. As the pre-school education market presents an increasing trend year by year, the requirement for professional knowledge level of practitioners is correspondingly improved, and the English language specialization is also gradually deepened. However, there is still no clear standard for the professional quality composition of ESP pre-school English education. In addition, in the ESP teaching practice in China, many colleges and universities fail to recognize the demand and importance of ESP, and pay insufficient attention to ESP in the talent training practice.

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In recent years, there have been more than 500 papers on ESP in core foreign language journals and national and provincial journals of China. For example, Wang Yan delivered his "Reform of Pre-school English Classroom Teaching Based on ESP Theory" in 2013; Zhou Lili and Hou Yaping made the "Applied Research on the English Teaching Model of Pre-school Education Based on ESP Demand Analysis Theory", etc. However, most of them are limited to students' personal feelings on English teaching and their sporadic feedback on social needs after employment, while the demand for specialized English training for pre-school English education personnel in a certain industry is rarely discussed.

### *B. Status quo of overseas research*

Research on ESP abroad began in the 1960s, and a complete system has been established for more than 40 years. As early as 1964, "The Linguistic Sciences and Language Teaching" co-authored by Halliday Mark and Peter Strevens first proposed that the content and methods of teaching should be determined according to the specific needs of learners, which is of great significance to the development of linguistics and ESP. According to learners' specific needs for English learning, Peter Strevens, a representative of ESP, concluded that ESP has four distinctive characteristics: first, teaching objectives must meet the specific needs of learners; second, the teaching content must be closely related to a certain major, occupation and its practical activities; third, the teaching focuses on vocabulary, grammar and discourse use that are relevant to a particular major or occupation; and fourth, there must be characteristics in contrast to English for General Purpose. Dudley Evans & St. John further pointed out that ESP is interdisciplinary and its teaching purpose is to cultivate and improve learners' ability to use English in their professional fields. Thus, ESP knowledge is not part of the common core of the English language. Its essence is the learning of English driven by social and individual needs. The learning content is highly professional and needs to be mastered through professional and systematic learning. Moreover, under the guidance of its theory, professional talents with professional demands are cultivated, which can alleviate the contradiction between students and social demands, like in official English, police English, judge English and pharmacist English.

Through CNKI paper retrieval platform, the author collected 231 articles about ESP research abroad from three English journals. Their analyses mainly focus on English for law, medicine, science and technology, various research reports and academic research analysis. Therefore, foreign researches on ESP mainly focus on the development and update of theories and concepts, and the analysis of practical application needs in specialized fields is somewhat inadequate, especially in the field of professional English in pre-school education.

Based on the research status in China and abroad, it can be seen that ESP started earlier in foreign countries, and the ESP education system has been basically formed, focusing on the research of academic English and teaching philosophy,

while the research started late in China, focusing on the study of business English and a few subjects. Therefore, combined with the current situation of kindergarten English education, it is urgent to study the training path of pre-school English education talents from the perspective of ESP demand analysis theory.

### *C. Research background*

Pre-school English education, as a component of pre-school education, requires practitioners to have the professional knowledge and ability of both pre-school teachers and English teachers. "They should first be familiar with the law and characteristics of children's psychological development, be able to make educational plans according to educational goals and children's development, choose educational contents, and adopt lively ways to organize teaching to promote the all-round development of children's quality. Second, they should have a solid foundation in English, with standardized and accurate pronunciation, a rich vocabulary and flexible use, and a good knowledge of the cultural background, customs and traditions of English-speaking countries." However, there is a shortage of high-quality pre-school English education talents with the above knowledge and ability and a systematic, complete and effective training model has been formed. Thus the development of pre-school English education in China cannot be satisfied.

Therefore, this project combines ESP demand analysis theory to analyze and discuss the basic professional quality and English language ability of pre-school English education talents, aiming at facilitating English teaching in kindergartens and promoting the virtuous circle and sustainable development of pre-school English education.

## III. RESEARCH CONTENTS OF PRE-SCHOOL ENGLISH EDUCATION PERSONNEL TRAINING

### *A. Research contents*

First, ESP (English for Specific Purpose) is an English course that refers to English for a Specific occupation or subject and combines the Specific goals and needs of learners.

Second, ESP theory holds that learning English should focus on the use and needs of the major and develop learners' ability to use ESP to complete business requirements in specific work situations.

Third, it is necessary to take ESP theory as the orientation, and use relevant theories such as task-driven theory, lifelong development theory and constructivism to further explore and define professional talents needed in pre-school English education, so as to better serve the discipline construction and professional needs of pre-school English education.

### B. Research goal

Based on ESP demand analysis theory, a multi-level and multi-specification talent training system for college and undergraduate programs should be reasonably constructed to meet the social demand for specialized talents of different levels, so as to achieve the training goal of pre-school English education talents.

The pre-school English education major needs to integrate and optimize English education, pre-school education, art education and other professional courses, and construct a comprehensive talent training model based on pre-school education, highlighting the characteristics of English curriculum and strengthening the training of artistic skills.

### C. Research design

The idea of "proposing problems — analyzing problems — solving problems" is adopted. First of all, the present situation of pre-school English education practitioners in kindergartens is investigated. Secondly, through the analysis of survey data, it is found that the research on pre-school English education is relatively lagging behind, lacking both scientific and systematic guidance standards and support of corresponding policies and regulations. Finally, based on ESP demand analysis theory, this paper discusses the basic qualities of pre-school English education talents, aiming at further promoting the development and growth of pre-school English education in kindergartens.

1) *Fostering the sound professional cordiality of pre-school English education talents*: The forming process of professional cordiality of pre-school education practitioners — from the perspective of individual talents in pre-school English education, it is essentially a process of forming a good professional ethics and quality while constantly reflecting on their own values, teachers' ethics and views on teaching views and students; from the perspective of school environment, it is creating a good campus culture and creating an environment for the growth of pre-school English education talents. Teachers' professional cordiality is a kind of stable affective tendency formed by teachers in the process of educational practice, which includes teachers' consciousness, attitude and professional spirit towards education. It is a necessary professional quality for teachers and occupies an important position in the quality structure of teachers. Studies have shown that teachers' professional affection is directly proportional to their professional development ability, professional participation and performance. The occupation of pre-school teachers has its particularity, which is mainly determined by the objects of their teaching. Pre-school children's body and mind are in the most malleable stage of life, and pre-school teachers' remarks and deeds have a subtle influence on them. This objective reality determines the diversity of pre-school teachers' roles. They are not only the caregivers of children's life, but also the guiders of learning, as well as the

communicators between children and the society. From this, it can be seen that the work of pre-school teachers is complicated, cumbersome and challenging. In addition, pre-schoolers are faced with the dual contradictions and embarrassments of high work pressure and low salary, overpaying and getting insufficient social care. According to Maslow's hierarchy of needs, these contradictions and embarrassments directly affect pre-school teachers' professional identity and career happiness index. Therefore, pre-school English teachers are faced with internal and external difficulties, determining that they must have a high degree of professional cordiality in pre-school education, in order to maintain lasting enthusiasm and motivation.

2) *Training "pre-school education + English" compound pre-school English education talents*: Under this model, the quality of English teaching is the premise, and pre-school education should be strengthened. The curriculum consists of English courses, pre-school education courses and art education courses. In English courses, the emphasis is on developing correct pronunciation and intonation as well as good listening and speaking skills. The section of pre-school education focuses on the skills of pre-school children and continues to offer two courses: pre-school education activities and pre-school English activity design. The art course section, focusing on the ability of playing and singing, also continues to offer piano, vocal music, dance and other courses. In the actual teaching implementation, attention should be paid to the organic combination of the three, and the training of pre-school English teachers needed by the society.

3) *Cultivating the teaching and scientific research capabilities of pre-school English education talents*: The teaching and scientific research ability of pre-school teachers is characterized by practicability, extensiveness, practicableness and operability. Based on this, this paper provides some suggestions on training the teaching and research ability of pre-school English teachers. First of all, it is necessary to strengthen the cultivation of pre-school English teachers' awareness of education and scientific research. Nowadays the social objective needs require teachers to have the consciousness and ability of teaching research. In the teaching practice, pre-school English teachers should try to find out the growth problems of pre-school children, turn the problems into research topics, and apply the research results to the teaching process, so as to realize the combination of scientific research results and practical application, and guide their teaching to develop towards a scientific and rational direction. Secondly, it is important to create a good scientific research team atmosphere. It is not required that all teachers have high scientific research ability, but they should have a strong sense of teaching and research teamwork. Schools can set up a "scientific research assistance" system to give play to the advantages of the combination of the senior, middle-

aged and young teachers, and assign related responsibilities according to teaching and scientific research capabilities with the scientific research leaders as the center. In this way, it can be ensured that everyone has the opportunity to participate in scientific research projects and achieve training and progress in scientific research activities. Finally, it is significant to establish an incentive mechanism to stimulate teachers' enthusiasm in teaching and research. Scientific and reasonable reward mechanism is the premise of stimulating teachers' enthusiasm in teaching and research. Therefore, the school can hold a variety of teaching competitions, scientific research and other activities to realize the goal of mobilizing the enthusiasm of all teachers in teaching research and scientific research.

#### *D. Research features and values*

1) *Multidisciplinary research perspective*: Based on ESP (English for Specific Purpose) theory of demand analysis, this paper analyzes the promoting effect of the professional quality structure of pre-school English education on its talent cultivation from the public education including pedagogy, psychology and pre-school education, etc., the five realms of health, language, society, science and art, English linguistics, English teaching method, public English and other multidisciplinary perspectives. Finally, from the perspective of practice and conciseness, it aims to cultivate specialized pre-school English education talents in a planned and targeted way.

2) *Deepening the research content*: Based on ESP demand analysis theory, this project aims to analyze the current situation and existing problems of pre-school English education personnel training, explore improvement methods and strategies, and make an in-depth analysis and discussion on the basic qualities and professional skills of pre-school English education personnel with the help of advanced theoretical support.

3) *Innovating research perspective*: Based on the present situation of pre-school English education, this paper discusses the effective training mode of English education talents from the multi-discipline perspective. With the help of task-driven theory, lifelong development theory, constructivism theory and other relevant theories, it aims to promote the teaching reform in colleges and universities and promote the specialized approach and long-term development of pre-school English education personnel training.

4) *Having strong theoretical significance*: Based on ESP (English for Specific Purpose) demand analysis theory, this paper analyzes and studies the current situation of talent cultivation in pre-school English education from the perspective of public education, the five fields, second foreign language and other multi-disciplinary perspectives, combining task-driven theory, lifelong development theory, constructivism theory and other relevant theories. It

emphasizes the urgency and importance of pre-school English education personnel training, and further highlights its advanced nature and orientation. This project will further promote the development of pre-school English education in colleges and universities, and effectively promote the rationalization and scientization of pre-school English education personnel training structure.

5) *Having practical significance of subject construction*: This project will focus on improving the professional degree of pre-school English education personnel, and strengthen the mastery of English for specific purpose for pre-school English education practitioners. In this way, the disciplinary structure, curriculum construction and personnel training mode of pre-school English education can be optimized to form a whole-process and systematic teaching guidance, cultivate professional pre-school English education talents, and make the educational guidance system of colleges and universities more and more perfect.

#### IV. CONCLUSION

The cultivation of pre-school English talents plays a key role in pre-school English teaching. Qualified pre-school English teachers must have a high level of professional cordiality, basic English language knowledge, pre-school education knowledge and certain scientific research ability. Only when the standard of English compound talents is reached can the quality of pre-school English education be guaranteed, the development law of pre-school English education explored and the development of pre-school English education promoted. As pre-school education in China has entered a stage of rapid development, the demand for pre-school teachers will be more and more, and at the same time, the demand for pre-school English teachers will continue to grow. Efforts should be made to study and formulate policies and regulations on pre-school English teaching as soon as possible, intensify the construction of pre-school English teaching faculty, adopt a variety of models to cultivate qualified pre-school English teachers, and create a good language learning environment, so as to constantly improve the quality of pre-school English teaching.

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