

Chinese Early Childhood English Education from the Perspective of Ecological Linguistics

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Abstract: Recent years, many areas in China have successively issued a large number of guidelines for children's learning and development in order to curb advanced education, and demanded to overcome the primary schoolization of preschool education. Combining with the perspective of ecological linguistics, this paper firstly analyzes the advantages and values of preschool children's participation in English learning, and then expounds the goals of children's English education from the perspective of ecological linguistics. Finally, it expounds the ways of Chinese children's English education, in order to improve the overall English education for children in China. The level provides ideas and reference for the comprehensive improvement of the comprehensive quality of children in China.

As early as 2013, the state promulgated guidelines for the development of children aged 3-6 years to curb advanced education, which greatly restricted the scope of education for kindergarten teachers, not only required to complete within the prescribed framework, But also strictly forbidden to teach more than 20 additions, subtractions, multiplications and divisions and other primary school knowledge, including English. However, from the perspective of educational practice and ecological linguistics, although it retains the children's childhood, it also stifles the opportunity for young children to quickly improve their comprehensive language development ability. In order to further analyze the methods of English education for young children, the characteristics of foreign language ability from the perspective of ecological linguistics are analyzed as follows.

Overview of Ecological Linguistics and the Formation of Foreign Language Ability from the Perspective

Overview of ecological linguistics

Eco-linguistics, also known as linguistic ecology, was firstly defined as a multidisciplinary fusion of human languages, human being languages, and social languages. Although the theory has been proposed for a short period of time, its influence in the field of ecological and cultural thoughts cannot be ignored. At present, the study of eco-linguistics mainly focuses on three areas, namely, the issues of linguistic diversity, endangered language and weak language protection, and language human rights. With the continuous development of the times, the research potential of the theory of ecological linguistics has gradually emerged, and its value in language education activities has also received people's attention .

The composition of foreign language ability from the perspective of ecological linguistics

From the perspective of eco-linguistics, the composition of human foreign language ability is divided into five dimensions, including mobility, humanity, cultural consciousness, emergent and sustainability. Among them, cultural consciousness highlights the value and role of interaction of environmental elements. Since the foreign language knowledge framework includes all the knowledge and skills related to foreign language proficiency, it includes many categories such as listening, speaking, reading and writing. Therefore, it is impossible to obtain knowledge through simple language knowledge input during learning, and it is necessary to pass knowledge and The integration of skills to achieve the mastery of skills, this process has a certain dynamic development

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characteristics. With the continuous development of eco-linguistics, the current academic community generally recognizes the value of social language ability in service and social life. This is not only the result of the interaction between organisms and the environment, but also the enforceable behavior category of environmental attributes. . It can be seen that the definition of foreign language ability in ecological linguistics is not as simple as “speaking, reading and writing” as we are familiar with English education. It is more about the interactive value of language and the relationship of social logic. In practice and applicability, it also expounds the value and role of language in human society, so it can be used as a theoretical basis for the correct implementation of English education and teaching.

Objectives and advantages of early childhood English education from the perspective of ecological linguistics

Early Children's English education goals

Eco-linguistics has set clear goals for foreign language education in children. Preschool children need to meet the following criteria: First, they have a certain curiosity about English learning, and are used to listening to others to speak English. Second, they can according to the instructions of the educator, some simple games and work can be understood in the process of issuing instructions in English. Third, repeating simple English sentences will sing simple English songs. Fourth, understand some English with the help of pictures; Fifth, it has strong English literacy ability, can carry out simple English emotional communication; Sixth, it has certain interest in foreign things exposed in English learning.

Advantages of early childhood English education

Strong imitation ability

Strong imitation ability is the basis and the most obvious advantage of early childhood English education. With the increasing of age, the child's ability to imitate will gradually decline. At the middle school stage, various learning tasks can be completed through personal thinking, but the improvement of self-awareness will also affect the implementation effect of education.

Strong mechanical memory

Children in early childhood have strong memory, and many memories can achieve permanent memory once they are formed. Learning English knowledge and cultural traditions during this period may affect the development of children's life. In addition, for some English words and sentences that are difficult to remember, this period of memory is relatively difficult to remember.

Strong desire to display

Strong display desire is the fundamental difference between young children and adults. It also means that children dare to speak English in front of others. This is an advantage that adults do not have to learn English.

The way of children's English education

According to the perspective of eco-linguistics, English education in early childhood is not “prohibited”, but should be “moderate”. The focus is on cultivating children’s interests in learning, developing intelligence and developing good study habits to lay the foundation for primary school learning. A good foundation is now introduced as follows.

Cultivate children's learning interests

Children in early childhood have a strong desire to learn new things. By continuing this kind of learning enthusiasm, children's learning enthusiasm can be improved and learning effects can be improved. Children around the age of 4 are prone to short-term enthusiasm when learning knowledge. At this time, children should be actively guided to improve their interests in English learning. Otherwise, they will lead to psychology of disgust and fear, and then psychological barriers. To participate in foreign language learning, young children need to be guided by teachers with certain professional knowledge and educational background to make them realize the joy of learning the language instead of the burden, so that they can truly realize the play and play middle

school and ensure the practical effect of teaching. In addition, fostering children's interest in learning also requires parental support.

Identify clear learning objectives

In the regular English education, we divide the teaching into four aspects: “listening, speaking, reading and writing”. Among them, children should follow the pattern of “listening” in learning foreign languages. Under many conditions, parents will know how many vocabulary the child has and how many English sentences will be the target of the investigation. This is actually wrong. First of all, children at this stage have good memory, but if they only can deal with short-term memory, they can only form short-term memory. Therefore, “mastering words” is not the core performance of learning English. Secondly, in the process of education, it is necessary to help young children establish good listening and speaking habits, and learn as much as possible in self-learning mode. Otherwise, they will develop a way of relying on teacher education, which is not conducive to follow-up learning. Finally, English institutions or parents themselves don't set some hard rules, such as how many texts and words, but how to master the situation through mutual learning, so that children can develop good sense of language and study habits. .

Master a targeted approach to education

Targeted education methods can do more with less. Now we introduce several methods that are suitable for early childhood English teaching.

Comprehensive activity response method

The core of the comprehensive activity method is that young children respond quickly according to the instructions issued by the educators. For example, choosing some simple and easy-to-understand words for reflective teaching. When you say eyes, your child should put your hand on your eyes and say ears. In this way, the child will strengthen the word memory in the subconscious and combine it with the actual meaning to enhance the interest in learning while also training the proficiency of the basic knowledge, and there is no problem of not understanding the anxiety.

Game Learning Method

The game learning method is a learning method that integrates daily game activities with English learning, and is also most suitable for children's learning habits. Incorporating English into everyday games requires a certain level of language education and experience, such as counting, drawing, playing, and crafting to improve your children's ability to learn English vocabulary and knowledge, and to create a good English learning atmosphere. In addition, parents may also need certain movements and gestures to coordinate with their children to complete learning and communication, and gradually cultivate their self-learning awareness and habits, and improve their English communication skills.

Animation Learning Method

Some parents have relatively limited English teaching ability and cannot complete English education in the above mode. Therefore, it may be necessary to use animation to teach. This is the animation learning method. This learning method is easy to attract the attention of young children, but it also requires some guidance and assistance. As a parent, if you don't understand the content of the picture, you need to guess what the person said with the child. Don't ask questions such as “what is said, what is the meaning”, causing the child bored. In addition to animation learning, you can also draw some related cards, learn the contents of cards in English or simple foreign language songs, etc., which can improve your foreign language learning ability.

Learning Method in Life English

The English learning method of life is a teaching method that parents with higher English foundation can adopt. By adopting English as much as possible in life, the learning atmosphere of children can be improved, and the learning habits and conditions of English learning can be established more quickly. In the process of life English, we should maintain a high level of oral and accuracy as much as possible. Otherwise, the loss of teaching effect may also mislead the child. So there is a high requirement for the parents' own English ability.

Summary

In summary, although the current education department in China has standardized and limited the implementation of preschool education in China's early childhood education, this does not mean there is no need to learn any cultural knowledge in the preschool period. On the contrary, children in early childhood have many obvious advantages in learning foreign languages, including good memory ability, imitation ability and strong desire to display, which can effectively cultivate foreign language learning interest, enhance learning effect, and lay a foundation for their primary school learning. Combining with the basic viewpoints of ecological linguistics, this paper also attempts to analyze a variety of different types of English education approaches and teaching methods, hoping to make positive contributions to the smooth development of Chinese early childhood English education.

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