

Reflections on Conducting Kindergarten Language Education Activities Based on Children's Literature

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Abstract: In early childhood education, language education is a crucial component, yet in kindergarten teaching, there often exists issues such as “emphasis on knowledge and neglect of practice.” To address this problem, teachers need to incorporate children's literature in a reasonable manner to create a conducive environment for language education for young children. This article analyzes and discusses the significance of integrating children's literature into kindergarten language education activities, and proposes strategies for addressing the current issues in kindergarten language education activities and conducting them based on children's literature.

Keywords: Kindergarten; Language education; Children's literature

Online publication: March 24, 2024

1. Preface

Children's literature is a unique genre that integrates literature, education, art, and science. It targets children as readers and uses engaging fables, stories, and fairy tales to convey basic values, concepts of honor and disgrace, language structures, and more, aiming to promote healthy growth in children's language abilities and thinking. Early childhood language education is an indispensable part of the kindergarten curriculum and teaching system, playing a crucial role in the future development of children. Therefore, researching strategies for integrating children's literature into kindergarten language education activities is of significant importance.

2. The significance of integrating children's literature into kindergarten language education activities

2.1. Beneficial to enhance young children's comprehension skills

Integrating children's literature into kindergarten language education activities can effectively enhance young children's comprehension skills, enabling them to better engage in language education activities. Firstly, in children's literature teaching activities, teachers base their designs and arrangements on the content of the

teaching materials, selecting appropriate children's literature that can be fully integrated with the teaching content, allowing young children to naturally absorb the education provided by children's literature ^[1]. Secondly, during language education activities, teachers guide young children to actively participate. Lastly, throughout the teaching process, teachers also utilize children's literature to cultivate young children's imagination. Since the formation, comprehension, and expression of language all require imagination, it can be said that using children's literature in language education effectively enhances young children's comprehension skills ^[2].

2.2. Favorable to enhance young children's language creativity

Children's literature refers to a type of literary work centered around children, which is approached from their perspective, fully engaging their initiative and creativity, and promoting their personal and moral development. When guiding children in literary reading, teachers need to ensure that children fully experience the emotions and imagery expressed in children's literature. Taking *Little Sparrow Looks for Mommy* as an example, teachers can lead children through a detailed analysis of the sparrow's living environment and survival status, helping them understand the sparrow's bravery, diligence, and independence, thus deepening children's sense of identification with the content of the story ^[3]. As children are in the stage of forming their language skills, reading and understanding children's literature can effectively enhance their language creativity.

2.3. Favorable to strengthen young children's thinking skills

When teachers conduct language education activities focused on children's literature for young children, they guide them to analyze the characters, plot, and background of the story, enabling children to better grasp the meaning of the story and develop good thinking habits ^[4]. For example, when learning the fairy tale *Snow White*, teachers encourage children to analyze the reasons behind Snow White's curse, which can encourage children to engage in association, logical thinking, and critical thinking, and enhance their cognitive abilities.

3. Problems of language education activities in kindergartens

3.1. Neglect of the language development characteristics of young children

In the process of language learning, young children mainly rely on imitation and repetition. Teachers are not able to fully understand the language characteristics of young children, which leads to a lot of problems in teaching activities. For example, some kindergarten teachers cannot carry out teaching activities according to the actual situation of young children, and adopt uniform teaching methods in the face of different basic and developmental conditions of young children, which causes some young children's interest in learning to decline. Moreover, some teachers lack interaction with children in the process of language teaching and do not gamify them, which leads to the problem that many language education activities are just a formality and cannot effectively cultivate students' interests ^[5]. For example, teachers play cartoons or children's songs for children in the classroom but do not interact with children on their contents, which hinders the growth of children's language comprehension and expression. Some teachers also choose to carry out teaching activities through games, but the game settings are too simple and boring and lack interest, individual children are too young to understand the rules and requirements of the game, resulting in children not being able to follow the teacher's requirements in the game, reducing the quality and effectiveness of classroom teaching.

3.2. Single teaching form

The current kindergarten language education activities are too single and inconducive to enhance the children's interest and enthusiasm in learning. For example, in order to ensure the quality and efficiency of classroom

teaching, many kindergarten teachers ignore the teaching objectives and the actual cognitive situation of children in the teaching design, and incorporate some abstract and theoretical vocabulary into the classroom content, which makes it difficult for the children to understand the meaning of the words in a short period of time, and leads to the exclusion of children from language learning. In order to avoid the above situation, teachers need to focus on the design and planning of language education activities in combination with the actual situation, so that young children can better understand and master the classroom content ^[6].

3.3. Deviation in vocabulary teaching

Vocabulary is the foundation of language development, and it is also the most basic unit of language expression for young children ^[7]. The quality of vocabulary teaching has an important impact on the language development of young children, who need to master a certain number of vocabulary in language learning to be able to accurately communicate in daily life. However, many kindergarten teachers have many deviations in vocabulary teaching, which makes it difficult to stimulate children's interest in vocabulary learning in daily teaching, and even leads to some children's unwillingness to learn. Some kindergarten teachers are in a hurry when teaching vocabulary, which not only ignores the content of sentences, chapter structure, and grammatical knowledge but also makes children feel bored ^[8]. Therefore, kindergarten teachers need to effectively control the progress and depth of vocabulary teaching to avoid over-emphasizing vocabulary learning and neglecting chapter structure and grammar knowledge.

3.4. Neglect of children's emotional needs

Some kindergarten teachers are too mechanical in carrying out language education activities, ignoring the emotional needs of children. For example, kindergarten teachers tend to focus on vocabulary when carrying out language education activities, believing that vocabulary needs to be grasped by students through understanding and memorization, which leads to a lack of motivation in the learning process of some children. Even though the teaching content is relatively simple and easy to understand, many children still need repeated explanations from the teacher before they can really learn these vocabulary words. This teaching mode is obviously unreasonable, and may even lead to the loss of enthusiasm and motivation for learning ^[9].

3.5. Teachers' low cultural level

In early childhood education, teachers are the leaders and participants of language education for young children, and they need to design and carry out language education activities according to the actual situation of young children's age characteristics and cognitive level. However, many kindergarten teachers do not have a high level of literacy and cannot carry out teaching activities in accordance with the actual level of development of young children, which leads to the inability to maximize the role of language education in the teaching process ^[10]. For example, some teachers pay insufficient attention to English vocabulary learning, focusing only on interactive games or daily communication with young children, and failing to help young children understand the cultural knowledge of other countries through English vocabulary.

4. Strategies for conducting kindergarten language education activities based on children's literature

4.1. Improving children's ability to listen using fables

Among a variety of children's literature, fables are popular among young children because of their short length, strange plots, and simple language. The limited literacy level of young children cannot support them to read

fables freely, so their understanding of fables is mainly based on listening ^[11]. Therefore, when kindergarten teachers play audio or read fables aloud, they should pay special attention to letting children learn to understand and ask questions in the process. For example, the teacher should ask questions at the right time when telling the story *The Boy Who Cried Wolf*, such as “Class, did the wolf come the first time?” “Did the wolf come the second time?” “Did the wolf come the third time?” “Why didn’t people believe the goatherder’s child when the wolf really came?” “Did the shepherd boy do the right thing?” and “What does this story tell us?” When children think about the teacher’s questions, they will improve their ability to memorize and understand language and their ability to concentrate during language education activities. The children will be able to exercise their language organization and expression skills when answering the questions posed by the teacher. In addition, the increase in classroom participation will enhance students’ interest in language learning.

4.2. Guiding children to memorize nursery rhymes to improve their language sense

Nursery rhymes are commonly known as “children’s songs,” which can be divided into riddle songs, quiz songs, lullabies, tongue twisters, game songs, and other types according to the differences in content and language forms ^[12]. The language form of nursery rhymes is quite different from other children’s literature. It is generally catchy, has a simple structure, short sentence structure, and vivid image, fitting the actual life, adapting to the physical and mental characteristics of young children, suitable for young children to read aloud and sing, and it is a form of linguistic expression often used by young children. Many poems from ancient times in China are similar to the characteristics of children’s songs, with strong rhythm and rhyme, and certain musical characteristics, so kindergarten teachers should pay attention to the word “read” when teaching nursery rhymes, helping children grasp the rhythm and build up a sense of Chinese language in reading. Nursery rhymes have simple rhymes, so it is easy to recite them, which is highly suitable for the daily exercise of young children’s language skills. For example, the classic rhyme *December Vegetables* not only allows young children to grasp the knowledge of planting some vegetables and their appearance but also allows them to deepen their understanding of the month ^[13]. When reciting *December Vegetables*, children can exercise their sense of language in a subtle way.

4.3. Emphasizing appreciation to improve children’s reading skills using picture books

Children’s picture books are full of innocence and childishness, very closely linked to children’s real life, with twisted and fascinating plot development, simple language, and beautiful illustrations, which can easily arouse young children’s interest in reading ^[14]. A wonderful picture book is no less attractive to young children than a toy, and its colorful illustrations and childish plots can attract young children to continue reading without realizing it. Picture books use words and pictures to build a world of stories, and young children can not only learn more knowledge by reading picture books but also comprehensively build a spiritual world, which is conducive to intellectual development. However, many kindergarten teachers only use picture books to tell stories, but fail to let children really feel the charm of picture books. In order to maximize the role of picture books in language education, teachers need to allow children to have enough time to enjoy the world built by picture books, and in the process develop and improve their reading skills, to be able to better use language tools to express their own ideas, so that the language level is further improved.

4.4. Careful screening of children’s literature

At present, the best-selling children’s literature on the market is rich in type and huge in number. Some of these works are in line with the physical and psychological growth characteristics of young children and can promote the development of language skills in young children, while others are in the guise of children’s books to make

profits^[15]. Therefore, early childhood teachers should carefully study the content and educational significance of literary works when screening them for language education for young children, in order to ensure that the application of literary works in language education can play a role in promoting the language skills of young children.

5. Conclusion

Children's literature is an integral part of kindergarten teaching, serving as the foundation material for children's language learning. Kindergarten teachers should emphasize the value of children's literature in language education activities. By leveraging the role of children's literature in teaching activities, children can better perceive, understand, and appreciate language and words, enriching their lives and inner worlds, and promoting their comprehensive development.

Disclosure statement

The author declares no conflict of interest.

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