

Effective Application of Micro Course Resources in Children's Language Education

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Based on the connotation of micro course education model as the starting point, this paper analyzes the necessity and the significance of micro course resources in early childhood language education and the present situation of the application of micro course resources, explores the reason why the small class education model is stagnant, and puts forward corresponding countermeasures, so as to show the value of micro course resources in pre-school education field, and enable children to fall in love with language and to learn language well through micro course learning.

Keywords: micro curriculum resources, children, language education, actual effect

A Brief Analysis of Microlearning Resources for Early Childhood Language Education

There is no end to people's thirst for knowledge, and the classroom is the best way to receive it. This chapter lays the groundwork for the study by understanding the concept and characteristics of "microlearning resources". This chapter illustrates the inevitability of microlearning resources in early childhood language education from both the perspective of microlearning itself and the characteristics of young children.

Concept and Characteristics of "Microlearning Resources"

Definition of the concept of "microlearning resources". "Microlearning" is a new type of educational resource that has existed for only a few decades. However, as soon as it was introduced, a "microlearning research frenzy" was formed. No common conclusion has been reached on the concept of "microlearning". The concept of "microlearning resources" is defined as digital learning resources with concise and purposeful dissemination of learning content, as explained by scholars who have studied microlearning. "Microlearning resources mainly consist of micro-video, but in addition, they include learning content-related courseware, tests, teacher evaluation, etc." Through the learning of "micro-lesson resources" (Clandinin, & Connelly, 2000), learners can make their independent learning effective. At the same time, the application scenarios of micro-lesson resources are rich, and they should not be limited to one definition, but should be interpreted reasonably according to their real-life applications.

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Characteristics of microlearning resources.

- (1) Short and concise courses
- (2) Practical resources and significant effects
- (3) A clear theme and clear clues
- (4) Rich variety, easy to spread

Although microlearning resources should follow the principle of wholeness, they should not be lumped together in a general way. There are various types of micro-lessons, and different answers can be derived from different classifications, often based on the method of teaching and learning, or on which teaching sessions they are used, so that different types of micro-lessons can be used in different contexts.

The Value and Impact of Microlearning Teaching Resources

Microlearning resources stand out from other teaching resources because of their unique value. Language learning for young children is not something that happens on paper; it requires constant imitation, practice, and cumulative learning to improve language skills. Microlearning resources with beautiful images and excellent production are a flagship in early childhood language education and have a positive impact on both children and teachers and parents.

The Value of Microlearning Resources

Microlearning resources make language education more personalized for young children. The most significant advantage of microlearning is that it helps children develop a sense of “self-directed learning” and personalize their learning. “Personalization” means that children are free to choose their own curriculum, pace themselves, and evaluate their own lessons, just as learners are able to customize their own learning materials. Personalization is essential for language learning because children have different interests and want to learn different things.

Freedom to choose the pace of the course means that the course is paced according to your own learning pace. Different children have different perceptions of what is difficult to learn, and language learning requires thought and comprehension. Microlearning allows for repeated learning, and as the saying goes, “if you read a book a hundred times, the meaning will emerge”, so some slightly difficult content can be more firmly grasped through microlearning. Microlearning allows students to overcome their own problems and make up for the knowledge not mastered in the traditional classroom, which is undoubtedly a kind of online teaching course that saves time and economic costs.

Many children are not interested in learning because they believe that learning lacks a sense of “freedom” and is something that is out of their control. Microlearning is not limited to time and place, which allows children to experience freedom. And because each microlearning session is short, it is difficult for children to feel exhausted. There are no limits to microlearning; it can be used as an after-school supplement or for in-depth learning of difficult topics, depending on the needs of the learners.

“Even fragmented knowledge has a distinction between active and passive learning.” (McGrew, 1993, p. 534-544) Young children have not yet developed a sense of task and do not assign themselves learning tasks. Yet early childhood learning should not go with the flow, but should seize the point of interest and treat learning as a stepping stone to happy growth. Unlike compulsory education, early childhood does not have textbooks to

accompany each grade or section, so young children are more flexible in what they learn, and teachers should seize this advantage to make language learning better for young children.

Microlearning resources make early childhood language education more equitable. Traditional teaching relies on the level of teachers, and many children in remote areas have difficulty accessing quality programs. Microlearning, which breaks the space limit, enables all young children to have the right to education. Also in the process of learning a language, children in individual regions grow up in a dialect environment, which can result in non-standard Mandarin. The emergence of micro-lessons can effectively alleviate this problem. The placement of Mandarin teaching resources at low cost creates a Mandarin language atmosphere, even in remote mountainous areas to be able to follow the micro-lesson teaching videos and speak Mandarin together, which is beneficial to the future development of young children.

With limited classroom time and no time for many children to ask questions in the classroom, micro-lessons allow students to have their questions answered. The development of micro-lessons is a two-way process in which teachers continually tap into students' deficiencies and develop them in a targeted manner based on student feedback on their teaching. This does not waste educational resources and enables educational equity.

Microlearning resources make language education for young children more artistic. The artistry of micro-lessons is reflected in several aspects, and its unique artistic value can be found in four aspects: the selection of teaching content, the design of teaching plan of micro-lesson resources, and the teaching language of micro-lesson videos, and post-production of micro-lessons.

First of all, in terms of the teaching content of micro-lessons, because young children do not have solid foundation, and the early childhood education stage is a critical period for developing language sense, for young children, they do not learn too deep and difficult texts, but mostly recognize words and learn simple and easy-to-understand ancient poems and phrases, among which there are more ancient poems about writing scenes and lyricism. There are many online literacy courses for young children, such as the "Must See Literacy Classes for Preschoolers" from Aikiy, which has 62 beautiful lessons on the five aspects of word sounds, shapes, and meanings, bringing children to know more than 300 Chinese characters. "Young children mainly learn nouns and verbs on vocabulary learning" (Noddings, 1998), the micro-lessons enable young children to visualize vocabulary, which is more effective than pure memorization.

Secondly, the different microteaching programs were designed to reflect artistry. "Early childhood literature is the art of 'light language' and is artistic." (Ozmon, 2012) For example, a short introduction to the author's background can be used to introduce an ancient poem into the curriculum. It can also be used to lead students through a beautiful animation that starts with an appreciation of the landscape in the ancient poem. It is important to emphasize that the teaching design is based on the actual teaching, otherwise it will be like a pavilion in the sky and will not work.

Finally, filming and editing techniques will bring different effects, and micro-lesson resources should show its audio-visual art. A fine micro-lesson not only can impart knowledge, but also has ornamental qualities. The most basic point is to require clear sound and picture quality. In addition, the choice of location is crucial, and it is important to consider what kind of filming environment will allow students to enter the classroom better. Visualizing the content also requires the ability to grasp the way and frequency of switching between frames. The layout of the images should be such that the children can grasp the key points of learning, and the finishing touches should be such that they can be added to the classroom. The music insertion in the micro-lesson should also match the subject matter. These are the art of microlearning.

The Impact of Microlearning Resources

The setting of educational objectives in the teaching of picture books for young children facilitates the selection and organization of picture book education content, and also constrains and influences the management of picture book education. According to the characteristics of picture books themselves, such as learning sequence and articulation, the teaching objectives of picture books are formulated by combining the physical and mental development level and physiological characteristics of children.

Microlearning resources for young children. Microlearning helps children understand correct pronunciation, acquire more vocabulary, and stimulate their desire to learn through interesting short stories. However, microlearning is not a substitute for traditional curriculum in early childhood education, and children still need to interact with their partners and teachers face-to-face. Although microlearning resources have shortcomings in the development of communication skills, they do enrich children's horizons and give them something to talk about during conversations. Microlearning resources are a useful tool for self-learning, and they help children develop a sense of purpose and a foundation for learning, and this enthusiasm for learning is beneficial for their future learning.

The impact of microlearning resources on teachers. By teaching through micro-lessons, teachers can stop teaching relatively difficult points repeatedly. There is no limit to the number of microlearning sessions, and children can solve difficult points in microlearning. This facilitates teachers' teaching by eliminating the need to go over and over a knowledge point, and the time saved can be flexibly used for face-to-face communication with children.

While bringing convenience to teaching young children, teachers also need to improve their own teaching skills. Microteaching allows teachers to disseminate their lessons more widely, which means that teachers' ideas and learning content need to be strictly controlled in order for children to learn positively and beneficially through the lessons. Microlearning allows teachers to record lessons over and over again until they are satisfied, and teachers can see microlearning as a kind of "microgrid teaching", finding their own problems and correcting them in time to show students the best side of themselves. This is a win-win situation for both teachers and students.

Problems and Countermeasures of Microlearning Resources in Early Childhood Language Education

Microlearning resources are not always easy to use in kindergartens, and the only way to improve them is to address the many problems they reveal and to make concrete and effective suggestions for improvement so that microlearning can give full play to its light and heat in early childhood language education and help children improve their language skills. Microlearning resources are interwoven with technology and thinking, and it is important to propose countermeasures for the problems of microlearning from multiple perspectives of time, space, and people.

Countermeasures for Effective Application of Microlearning Resources in Early Childhood Language Education

In today's information age, "traffic" is a big buzzword. It proves what can attract people nowadays, and the development of micro-lessons should also focus on what kind of forms and contents can attract learners to learn. It is an immutable truth that the best will outlast the worst, and microlearning should not only find reasons to hinder its development, but also take a big step forward. There is a problem of homogenization in the current

micro-lessons on the market, and in the future, there will be an in-volume of high-quality micro-lessons and a withdrawal of low-quality micro-lessons from the market. So how do we make micro-classes to the next level? The following points will give new life to micro-classes.

- (1) Grasp the teaching time point of using microlearning resources
- (2) Concretize the teaching content of microlearning resources
- (3) Make microlearning resources bring about a suitable language education environment
- (4) Choose appropriate teaching methods according to the characteristics of children
- (5) Improve the capacity of micro-course teachers

By studying micro-lesson teaching cases and constantly learning the advantages of excellent micro-lessons so as to enhance the development of micro-lessons, educators cannot see micro-lessons simply as a video for making a teaching, it is more a kind of teaching creation. It is a kind of teaching creation. By setting up teaching links and forging language skills, such micro-lessons can enable children to learn what they are most eager to learn in a short period of time. At the same time, microteaching is not a stage for teachers to showcase themselves; as long as the content can be communicated clearly, microteaching can be presented in a variety of ways. It is often difficult for young children to pay attention to more than one content at a time, and sometimes the teacher's excessive presence in the camera can take away from the children's attention.

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