

Research on the Teaching of “Mandarin” Course in Preschool Education Major Under the Occupational Activity Orientation

ZHAO Hong

Liaoning Institute of Science and Technology, Benxi, China

Along with the increasing demand for kindergarten teachers, as the cradle of talent training, the secondary vocational schools are required to reasonably formulate educational talent training plans according to the needs of social talents, optimize and adjust the teaching of preschool education courses, and improve the effectiveness of education and teaching. Referring to the teaching of the “Mandarin” course in preschool education, the secondary vocational schools need to achieve the following functions, namely, analyze the issues existing in the course teaching according to the results of teaching practice, and then explore the teaching improvement path of “Mandarin” course based on professional activity orientation in line with the “employment-oriented, service-oriented” career education goals, in order to improve the effectiveness of this teaching.

Keywords: preschool education major, “Mandarin” course teaching, occupational activity orientation, effective strategies

Introduction

Not only from the perspective of talent training but also from the perspective of promoting students’ own development, the effective development of the “Mandarin” course teaching in preschool education is essentially necessary, which can improve students’ language ability with standard pronunciation and accurate expression. However, judging from the teaching practice effect of the “Mandarin” course for preschool education majors in today’s vocational schools, the teaching effect is unsatisfactory, and even some students may not be able to distinguish the tongue-flatted or tongue-rolled , or confusion between the front and rear nasal sounds. In this regard, we should guide the teaching innovation of the “Mandarin” course in preschool education, improve the effectiveness of course teaching, and create conditions for cultivating students into outstanding talents.

The Impact of “Mandarin” Course Teaching in Preschool Education Majors

Students majoring in preschool education will be the main force who will be engaged in the work of kindergarten teachers in the future. Thus, as future kindergarten teachers, their Mandarin proficiency has a crucial impact on the language development of children in the language sensitive period. According to relevant surveys and studies, preschool is the most rapid and critical period for people to master language in their life. On the other hand, as the “Guidelines for Kindergarten Education” strictly required: It should create relaxed and pleasant language environment for the children, let them experience the fun of language communication,

ZHAO Hong, Master, Associate Professor, College of Humanities and Arts, Liaoning Institute of Science and Technology, Benxi, China.

guide the children to learn language effectively, and cultivate children’s reading ability, writing skills gradually, etc., which fully shows that language has a non-negligible impact on children’s learning and growth. In order to train the students majoring in preschool education to become qualified preschool teachers to make contributions to the educational cause of our country, it is required to train students in “Mandarin”, making their language expression standard and accurate, based on the orientation of professional activities, and according to the job position demands (Gao, 2020).

Analysis of the Current Teaching Situation of “Mandarin” Course in Preschool Education Major

After analyzing the fundamental reasons that affect the teaching effect of the “Mandarin” course, there are four main points as follows:

Students Have a Weak Foundation in Mandarin

The preschool education major in secondary vocational school recruits students nationwide. Students come from different provinces, and the language difference is large. Many students are familiar to use dialects, which makes the pronunciation of students in the same class fairly different. After conducting the Mandarin proficiency test on students, the results also shows that the basic proficiency of students’ Mandarin was uneven, some students’ Mandarin level reached the first-grade B level, some students could reach the second-grade A level, and some students barely reached the second-grade B level, and mere students did not meet the standard. Under such circumstances, the teachings of “Mandarin” courses organized by some teachers do not follow the principle of teaching students in accordance with their aptitude, and do not fully consider the situation that students’ Mandarin basics are quite different, and teach “one-size-fits-all approach”. Then some students with weak foundations will have difficulty in keeping up with the teaching process and learning effectively. Thereby, it is difficult for them to improve their Mandarin proficiency significantly. Besides, language is a long-term accumulation process. The previous study and living environment made it difficult for students to change language habits and standardize pronunciation in a short period of time, which also affected students’ language learning result to a certain extent.

The Effectiveness of Curriculum Teaching Is Frail

Through the investigation and research on the teaching of “Mandarin” in preschool education majors in secondary vocational schools, it can be learned that the teaching of “Mandarin” in preschool education majors in some secondary vocational schools is usually organized by students in stepped classrooms, and the number of students is large, so that, it is impossible for the teachers to pay comprehensive attention to each student of their Mandarin learning situation in his process of teaching, and then to guide and give advice effectively. In addition, some students are “timid and cowardly”, and they do not dare to ask teachers or other outstanding students for advice when they encounter Mandarin learning problems, causing difficulties in making significant progress in their Mandarin proficiency. There are also some preschool education majors in secondary vocational schools, whose teaching of “Mandarin” is based on classes; the number of students is small, about 30 to 40 people; however, influenced by traditional teaching concepts, teachers habitually apply traditional teaching methods and classroom teaching methods, mainly based on word theory, demonstrate Mandarin pronunciation, and teach students pronunciation skills, pronunciation methods, etc. The disadvantage of this method is that the students do not have enough training time to carry out repeated Mandarin training, and the

pronunciation errors cannot be corrected in time. Therefore, the students' Mandarin level cannot be significantly improved (Zhao, 2019).

Students' Awareness of Mandarin Learning Is Insufficient

According to the strict regulations of the Ministry of Education on the Mandarin proficiency of students majoring in teacher training, it is required that students majoring in Chinese teachers must reach the second grade of Mandarin, and students of other teacher training majors must pass the second-grade B level. This requires students majoring in preschool education to recognize the importance of Mandarin learning and take course learning seriously. However, the reality is that some students have weak consciousness and passively study in order to pass the Mandarin exam, failing to persevere in learning Mandarin and correcting their pronunciation errors.

There Are Loopholes in the Course Evaluation System

Assessment is an effective measure to urge students to learn and improve teaching. Secondary vocational schools should build a complete and perfect course evaluation system, requiring teachers to evaluate students' Mandarin learning from multiple angles and dimensions, grasp students' learning deficiencies, and then adjust teaching strategies in a targeted manner, so as to improve the learning effectiveness in “Mandarin” curriculum teaching. However, the curriculum evaluation system that some teachers in secondary vocational schools failed to construct and implement is still unreasonable; under such kind of guidance, the course evaluation is based on the students' academic performance, and the students' Mandarin learning effectiveness and Mandarin basic level are evaluated through the results, which greatly reduces the guidance and reference of the curriculum evaluation, and it is difficult to objectively reflect the real situation of students' Mandarin learning. It cannot improve the teaching of subsequent courses effectively.

Effective Strategy for the Teaching of “Mandarin” Course in Preschool Education Major Under the Occupational Activity Orientation

Determine the Teaching Objectives of the Course Under the Occupational Activity Orientation

Students majoring in preschool education will become a kindergarten teacher in the future, teaching young children. And each young child is a special education object, which requires teachers to communicate with children in standard Mandarin in the process of job work according to children's life characteristics and rules; guide the children to learn Mandarin. It is required that the “Mandarin” course teaching of preschool education majors matches the needs of preschool teachers, and through a series of teaching, students can improve their Mandarin level and gradually grow into excellent preschool teachers.

According to the regulations of the Ministry of Education, aiming at cultivating outstanding talents, the improvement of Mandarin teaching should be guided by professional activities, scientifically and rationally design teaching objectives, and point out the correct direction for optimizing the design of teaching activities. On this basis, teachers should go out of the campus and use various channels to understand the work situation of preschool teachers, such as visiting preschool education institutions on the spot, understanding the recruitment information of preschool teachers, communicating with on-the-job preschool teachers to clarify the job requirements, work content, work flow, etc. Focus on understanding the application of preschool teachers' Mandarin ability, in other words, guiding children to learn Mandarin, such as evaluating children's Mandarin, proposing children's Mandarin correction methods, guiding children to conduct Mandarin correction

training, evaluating children’s Mandarin correction training results, etc. (Huang, 2019). For this reason, combined with the relevant policies of the Ministry of Education, it is required to scientifically and reasonably set the comprehensive goals of the “Mandarin” course for pre-school education, namely: (1) Students are required to master the language system knowledge of Mandarin, improve their own level of Mandarin, meet the relevant national legal requirements, and meet the requirements for preschool teachers. (2) Teachers are required to have a high level of Mandarin ability to be able to create a good language environment for children—the special education object, and to guide children to learn standard Mandarin; furthermore, they can also help children to carry out Mandarin correction training. (3) Establish the concept of lifelong learning for students, and gradually strengthen their own independent learning ability, communication ability, problem-solving ability, etc., to strengthen their core professional skills. Based on the above comprehensive goals, teachers are required to set specific and detailed teaching goals, including knowledge goals, ability goals, and emotional goals planning the teaching of the “Mandarin” course, in combination with the course content and students’ learning conditions.

Design the Teaching Content of Courses Under the Occupational Activity Orientation

Due to the teaching objectives established, the teaching direction of the “Mandarin” course is clear. At this time, it is very convenient for teachers to design the teaching content of the course in detail. Absolutely, in order to ensure that the teaching content of the course can not only meet the learning needs of the students, but also be closely integrated with the preschool teacher position, teachers are also required to be oriented by professional activities and design the teaching content according to the teaching route that guides students to complete the work of the professional position.

Teachers should prepare lessons well before class, that is, in-depth study of the content of the textbook, master the content of the course and the knowledge of key and difficult points; at the same time, collect relevant information on the work of preschool teachers, clarify the application of the content of the course in the work, and design feasible in-class projects based on the students’ learning situation. For example, in the teaching of the “Voice Correction” course, teachers are required to take preschool teachers to help children correct Mandarin as the teaching route, and comply with the post work process of preschool teachers who guide children in Mandarin. The process is as follows: evaluate children’s Mandarin—analyze existing problems—propose correction methods—guide children to conduct correction training—evaluate children’s correction training results. It is required to design the teaching content of the course, specifically including Mandarin assessment, correction of phonology and tone problems, correction of speech flow and pronunciation problems, correction of reading problems, correction of speaking problems, and evaluation of training results. In order to effectively teach and train students to speak standard Mandarin, teach students Mandarin correction methods, and teach students the ability to guide Mandarin training (Cheng, 2020).

Select Appropriate Teaching Methods Under the Occupational Activity Orientation

At present, the poor teaching effect of the “Mandarin” course in preschool education has a certain relationship with the inappropriate teaching methods chosen by teachers. In order to carry out the teaching of “Mandarin” course based on professional activities effectively and mobilize the subjective participation of students fully, so that they can take the initiative to learn and train and improve their own level of Mandarin gradually, teachers are required to explore suitable and feasible teaching methods. During the teaching work, teachers should master the physical and mental development and learning situation of students through multiple

channels, grasp the age characteristics and learning characteristics of students, and explore the teaching methods or teaching methods suitable for professional activity-oriented “Mandarin” course teaching based on students’ interests and hobbies. Teaching methods, such as the application of situational teaching methods, create kindergarten teaching scenarios in the classroom, set teacher roles for students, and allow students to experience the role of kindergarten teachers in advance. Students are required to learn Mandarin knowledge independently with the help of related teaching videos, and then explain the course content in the classroom. In this way, it can not only guide students to learn Mandarin independently, but also cultivate and exercise students’ autonomous learning ability, teaching ability, communication ability, etc. For instance, in the teaching of “initial consonant problem correction”, teachers use multimedia to create a school scene in a kindergarten institution for students, present cases of dialogue between children, and play audio of children’s dialogues. Then, ask questions to the students: What are the initial problems of children speaking Mandarin? Assuming that your child has a teacher, what kind of Mandarin correction method should you adopt, and how should you guide the child to carry out correction training? Afterwards, the students are divided into several groups, and the group members can cooperate to learn the content of the initial consonant problem correction, and then analyze, think, and discuss the case, and propose solutions to the above problems. During this process, the teacher retreats behind the students, observes the students’ learning and discussion, and promptly corrects the students’ non-standard Mandarin or instructs the students to solve their learning confusion. In the end, students can not only gain knowledge, but also enhance their Mandarin ability, communication ability, unity and cooperation ability, etc.

Compilation of Teaching Evaluation Plan Under the Occupational Activity Orientation

Teaching evaluation is a crucial part of the entire course teaching activity, which can reflect the effectiveness of course teaching objectively, find out the shortcomings of students’ learning and course teaching, and create conditions for subsequent optimization of course teaching. Therefore, it is very necessary to design and formulate teaching evaluation programs under the occupational activity orientation. Teachers should draw lessons from the work evaluation of preschool teachers, and design representative evaluation indicators based on teaching content and teaching requirements, so that they involve the following aspects: whether students can express themselves in standard Mandarin, whether students can guide others to learn Mandarin, and whether students can guide others to carry out Mandarin correction training, students’ autonomous learning ability, students’ unity writing ability, students’ communication ability, etc. Besides, teachers are also required to create diversified evaluation subjects, namely, teacher evaluation, student self-evaluation, and other student evaluations, etc., in order to truly and accurately reflect students’ Mandarin learning through comprehensive and objective evaluation.

Conclusion

The fundamental purpose of vocational education is to cultivate students into outstanding talents to meet the employment demands of enterprises, society, and the country. Through the analysis of the teaching of “Mandarin” in the preschool education major in secondary vocational schools, there are some issues in this teaching, for example, the students’ lack of understanding of Mandarin, the imperfect curriculum evaluation system, and the inappropriate teaching methods. These kinds of issues lead to low teaching efficiency and unsatisfactory Mandarin proficiency for a student, which increases the employment difficulties to a certain

extent. In this regard, it is required to analyze the job requirements, content, and process of preschool teachers and optimize and adjust the teaching of the “Mandarin” course under the occupational activity orientation.

References

- Cheng, S. R. (2020). Exploration on teaching reform of Putonghua courses—Taking Guizhou University for Nationalities as an example. *Science Education Wenhui*, 15(5), 57-59.
- Gao, X. M. (2020). Teaching strategy of “Mandarin” course in preschool education majors in secondary vocational schools—Taking Xinyi Vocational and Technical School as an example. *Guangdong Education (Vocational Education Edition)*, 13(12), 54-55.
- Huang, X. J. (2019). Ability-based education and teaching strategy of “Mandarin” in higher vocational colleges. *Chinese Legend*, 36(14), 23.
- Shao, X. L. (2020). Research on blended teaching practice based on vocational education cloud—Taking the course “Mandarin Training” as an example. *Charming China*, 16(35), 66.
- Yang, P., Chen, N. S., Leng, F. Q., & Li, X. (2020). Exploration on the ideological and political teaching design of the course “Mandarin Oral Expression”. *Industry and Technology Forum*, 19(14), 141-142.
- Zhao, Y. (2019). A tentative discussion on the teaching strategies of the “Mandarin” course in the education major of higher vocational colleges—Taking Fuyang Vocational and Technical College as an example. *Chinese Language and Literature*, 62(29), 274-306.