

Research and Improvement of Language and Reading Development in Preschool Children

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Abstract: *The process of early childhood language acquisition is very complex, especially in the first year after birth, infants need to develop many important abilities. Language development at this stage does not occur in isolation, but is influenced by a variety of environmental factors. These factors include the amount of language input, the mother's education level, parent-child interaction, and language education in kindergartens. These environmental cues largely determine individual differences in children's language development. The development of reading ability is not innate, and the development of reading ability requires a long-term process. Children's oral ability is the foundation of reading development. At the same time, learning to read also requires the development of basic cognitive abilities, comprehension skills and higher order thinking abilities. Reading learning goes through multiple stages, including reading stories to children, sharing reading, guided reading, and independent reading. Each stage has its own unique goals and methods to help children gradually improve their reading skills. While most children learn to read smoothly once they go to school, about 5 to 10 percent of children experience reading difficulties in a normal educational setting. These children need early detection and intervention to avoid them being more academically and psychologically affected. Developed countries have accumulated rich research results and experience in this regard, which is worth our reference and learning. Through early intervention and targeted education strategies, we can help more children overcome reading difficulties and master reading skills smoothly. This will not only have important implications for their academic development, but also help them communicate and learn better in their future lives.*

Keywords: *Pre-school children; Reading ability; Language development*

1. Introduction

Studies have shown that a newborn's brain is already able to process the sounds of his or her native language as early as two days after birth. The finding suggests that a baby's ability to learn language comes into play from the first few days of life. The newborn brain is particularly sensitive to the mother's voice, suggesting that the mother's voice has special meaning for the baby and is the initial initiator of the baby's language ability. The mother's voice not only soothes the baby, but also activates the part of the baby's brain responsible for language learning, laying the foundation for the baby's language development [1].

Mother's language plays an important role. "motherese" refers to a characteristic tone and speed of voice that mothers use to communicate with their babies. This form of speech usually has a high pitch, exaggerated inflection and a slow speed of speech, which is more likely to attract the attention of the baby. A large number of studies have shown that maternal language has a significant effect on the early language development of children. Through interaction with their mothers, infants not only understand language better, but also learn the basic rules and usage of language. This interaction provides an ideal language learning environment for infants and helps them acquire language skills quickly at an early age.

Early language acquisition in children is complex. The process of early language acquisition in infants is an extremely complex one. During the first year of life, babies need to develop multiple language-related abilities. These include compartmentalizing words from the continuous stream of spoken language heard around them, understanding the meaning of words, developing awareness of communication with others, forming concepts and understanding their relationship to language signs, and learning language sounds. This process not only requires infants to have good hearing skills, but also to be able to carry out complex cognitive processing in their brains. There are different stages of

language development. Each stage of infant language development has its own unique tasks and characteristics. By six to seven months, babies begin to learn to segment vocabulary and are able to recognize individual words from a continuous stream of speech. By 8 to 10 months, babies begin to understand the objects that words represent, a stage at which they gradually become able to associate words with specific things or actions. From 6 to 12 months, babies begin to show signs of verbal expression, such as using gestures to communicate and making sounds that increasingly resemble speech. Before 16 months, babies develop a relatively slow verbal vocabulary, understanding a smaller number of words and producing fewer words. After 16 months, they enter the 'word burst' phase, where their vocabulary increases rapidly and they can learn between 10 and 20 new words a week. At 18 to 24 months, babies begin to learn how to combine two or more words to form simple sentences.

Babies have phonological perception. Within a few months of birth, babies show strong speech perception. This ability allows them to recognize and distinguish between different sounds, which is crucial for their language learning [2]. 6 to 12 months is a critical period for infant speech development, with 6 to 9 months being the first stage of speech perception, where infants rely primarily on perception of the distribution of sounds. After 9 months, infants' language learning enters a more stable stage, at which point vocabulary and meaning information begin to play a more important role [3].

Research methods and assessment tools for early childhood oral ability. There are a variety of research methods to explore early childhood oral ability. Common ones include observing and recording children's natural conversation, and parental questionnaires. These methods help researchers gather a wealth of language data that can be used to analyze children's language development. An important resource is the Child Language Corpus Exchange (CHILDES), which stores a large number of natural conversations between children and their parents in different languages and has become a valuable resource for studying children's language development. In addition, several scales have been developed internationally to assess children's language ability, the most commonly used of which is the MacArthur-Bates Communication Development Scale (MCDI). This scale is used to assess the language development of children aged 8 months to 2 1/2 years, and has been popularized for use in studies of about 20 languages.

There are different stages of language development in children. Children's early language acquisition is a complex process involving the development of multiple abilities. In the first year of life, key tasks in language development include segmentation of words from a continuous stream, understanding the meaning of words, forming a sense of communication, establishing relationships between concepts and language signs, and learning pronunciation. Scientific research has largely described a timeline for this developmental process: at six to seven months, babies begin to learn to divide words; By eight to 10 months, babies begin to understand the objects that words represent; By 6 to 12 months, babies show signs of verbal expression, such as using gestures to communicate and making sounds that increasingly resemble speech. Before 16 months, babies develop a slower verbal vocabulary, understanding less than 50 words and producing fewer. After 16 months, babies enter a "word burst" where they learn between 10 and 20 new words a week. By 18 to 24 months, children begin to learn to combine words to form simple sentences.

The developmental stages of phonological perception and the "mental dictionary". Babies exhibit strong phonological perception in the first few months of life, an ability that allows them to recognize and distinguish between different sounds. Six to 12 months is a critical period for phonological development, with six to nine months being the first stage of phonological perception, where infants rely primarily on their perception of the distribution of sounds. After nine months, a baby's language learning enters a more stable phase, when vocabulary and meaning information begin to play a more important role. In the process of word acquisition, babies gradually build and enrich the "mental dictionary" in their brain. Although babies may learn words one by one, they are not arranged haphazardly in a mental dictionary. Once they have mastered a certain amount of words, they organize them according to categories like nouns, verbs and adjectives. Under the noun categories, they can be further divided into groups such as food, clothing and toys. Studies have shown that within a few months, infants' earliest acquired words already form clear and meaningful groupings.

The amount of language input makes individual differences. There are large individual differences in children's oral vocabulary during the preschool period. Studies have found a three - to five-fold difference in vocabulary between children who speak well and those who speak poorly. There are many factors affecting the development of children's vocabulary, among which the amount and characteristics of language input are the key factors. Researchers recorded the spoken vocabulary of children from 7 to 36 months in 42 families for one hour a day [4]. The results showed that a child's ability to speak at ages 1 to 3 was highly correlated with the amount of words spoken to them by their

parents. The amount of verbal input from the mother is particularly important during this period and directly affects the reading ability of school-age children. The study found that children who read well at school had mothers who spoke 30,000 words a day to them by the age of one to three. Children with lower reading development had mothers who spoke to them about 7,000 to 8,000 words a day, the study found. This suggests that early language input is crucial to the development of reading skills at school age.

Parent-child interaction promotes language learning. In addition to the amount of language input, the study also found that the number of conversation rotations between children and adults is also an important factor affecting language learning. This shows that language learning is not a passive process, and that children's active participation and parent-child communication are also very important in language development. Parents should actively participate in children's language communication and provide rich opportunities for language input and interaction, so as to promote the all-round development of children's language ability.

A child's language development begins as early as two days after birth, and the mother's voice plays a key role in this process. The process of language acquisition in infants is very complex, requiring the development of multiple abilities and having different critical tasks at different stages. Early language and vocabulary learning in infants relies primarily on the ability to perceive the distribution of sounds and sounds, which plays a crucial role in infant language development. Research on early childhood language development has shown that language acquisition is a complex and multi-factorial process. By observing and recording natural conversation as well as using assessment scales such as MCDI, researchers are able to assess a child's language development. The amount and characteristics of early language input, environmental cues, parent-child interaction, etc., have significant effects on children's language acquisition and vocabulary development. The amount of maternal verbal input during the age of 1 to 3 years has a significant impact on children's future reading ability. In addition, language learning is not only a process of passive reception, children's active participation and parent-child communication also play a key role in language development. Therefore, by understanding these key points of language development, we can better support and promote infants' language learning and lay a solid foundation for their future language and cognitive development. Parents should actively participate in children's language communication and provide rich opportunities for language input and interaction to promote the all-round development of children's language abilities.

2. The importance and conditions of reading for preschool children

Reading ability is an important way to acquire knowledge, develop intelligence and social communication, and is known as "the foundation of learning and the soul of education". In today's information age, reading is not only a means to obtain information, but also the key to understanding and processing information. The improvement of reading ability can not only help individuals to acquire more knowledge, but also promote the development of thinking and the improvement of social communication skills. For example, if a child can develop a good reading habit in the early stage, he will not only perform well academically, but also broaden his horizon through reading, learn about different cultures and ideas, and thus develop a broad mind and the ability to think independently. For example, some children do not just immerse themselves in the magical world of fantasy when reading the Harry Potter series of novels, they also learn the importance of courage, friendship and persistence.

The relationship between natural language acquisition and reading education. Children's language ability is mainly acquired through natural acquisition, and they gradually acquire spoken language skills through imitation and interaction. Reading skills, however, are taught systematically, and this process requires long-term development. Children are not born with reading ability, but need to develop it through continuous reading practice and instruction. For example, a child may learn some new vocabulary and sentence patterns by listening to a parent's story or watching a cartoon, but to truly understand and use these vocabulary and sentence patterns, they need to practice and apply them in reading [5]. In class, teachers read texts aloud, explain vocabulary and sentence patterns, and guide children to carry out reading comprehension exercises to gradually improve their reading ability.

Preschool children may face developmental dyslexia. Even with normal intelligence and equal access to education, 5-10% of children experience developmental dyslexia. These children will encounter various difficulties in the reading process, such as dyslexia and reading comprehension disorders, which affect their daily learning and life [6]. For example, a child may stutter while reading a text, have difficulty reading smoothly, or always get the answers wrong on reading comprehension

questions. These phenomena may be signs of developmental dyslexia and require professional evaluation and intervention. Teachers and parents can help these children overcome dyslexia and improve their reading skills by providing personalized teaching programs and support.

Reading is a meaningful learning process. Reading is a process that relies on the cognitive ability and knowledge in the mind to actively acquire information and construct meaning. It involves complex thinking activities. Reading is not only a process of literacy and understanding of word meanings, but also an active process of meaning construction, which depends on children's original cognitive abilities and knowledge. For example, when a child reads an article about animals, they not only need to recognize words and understand meaning, but they also need to relate this information to their existing knowledge to construct a complete framework of meaning. For example, if the passage mentions that "tigers are carnivores," the child needs to understand the concept of "carnivores" and relate it to the image of the "tiger" to form a comprehensive understanding of the tiger's eating habits.

Oral vocabulary, listening comprehension, oral expression, semantic and syntactic knowledge are the building blocks of reading development. A rich language environment can promote the development of oral vocabulary, and thus lay a solid foundation for the improvement of reading ability. For example, a child living in a bilingual household may be exposed to the rich vocabulary and expressions of both languages at an early age, which helps them understand and grasp complex sentence structures and word meanings more easily when reading. Through activities such as story telling, book reading, and conversation, parents can provide their children with rich language input to help them develop their spoken vocabulary and comprehension.

In order to effectively develop reading skills, the following conditions must be met, which are interconnected and work together:

Having a rich language environment. A rich language environment means that children have access to a large amount of spoken and written language in their daily lives. Such environments include parent-child conversations, story-telling, reading from books, watching educational television programs, etc. In a family, parents tell a different story to their child each day, take the child to read picture books together, and expand the child's vocabulary and comprehension by discussing storylines and characters. This kind of environment not only improves the child's speaking ability, but also lays a solid foundation for the development of his reading ability.

Getting systematic reading education. Systematic reading education refers to the planned, organized teaching of reading activities provided through formal educational institutions such as kindergartens and elementary schools. This includes literacy education, training in reading skills, and instruction in reading comprehension. In the kindergarten classroom, teachers teach students literacy, phonics, vocabulary comprehension, and reading comprehension strategies through a systematic lesson plan. The teaching methods used by teachers include reading aloud, reading silently, asking questions and discussing to help students gradually improve their reading skills.

Having support for basic cognitive skills. Learning to read requires developing visual skills, phonological skills, fluency in pronunciation, and the ability to understand morpheme groups of words. These cognitive abilities usually begin to develop during the preschool years and have an important impact on a child's literacy and reading comprehension. A child gradually improves their visual recognition through jigsaw puzzles and reading cards during the preschool years; And by singing and reading nursery rhymes to improve their speech recognition and fluency. These activities provide the cognitive support necessary for your child's formal reading learning.

Speaking skills are developed. Oral vocabulary, listening comprehension, oral expression, semantic and syntactic knowledge are the cornerstones of reading development. Rich oral ability can promote children's better understanding and mastery of written language. A child accumulates a large amount of spoken vocabulary and sentence structure through interaction with parents and peers. This development of oral ability enables them to understand text content and meaning more easily when reading.

Having variety in vocabulary learning. Vocabulary learning involves quick and extended matching, learning new words in sentence or text context, and asking questions and discussing them to promote deeper understanding. When reading storybooks, children encounter unfamiliar words and guess their meanings from the context. Teachers or parents help children to understand the meaning and usage of these words through questions and discussions. For example, when reading Little Red Riding Hood, the child learns the words "Wolf", "forest", "grandma" and so on, and understands their detailed meanings and usages through discussion.

Having advanced thinking skills and background knowledge. Reading comprehension requires higher-order thinking skills and extensive background knowledge. These skills include working memory, reasoning, analysis, and evaluation skills. Background knowledge helps children better understand and process new information. When reading popular science books about dinosaurs, children need to use their working memory to remember the species and characteristics of dinosaurs, use reasoning and analytical skills to understand why dinosaurs became extinct, and deepen their understanding by connecting new information to existing knowledge through the background of existing scientific knowledge.

Having personalized reading support. Personalized reading support refers to providing instruction and instruction tailored to each child's reading level and needs. This can include one-on-one tutoring, additional reading materials, and special education services.

For children with developmental dyslexia, teachers and parents can help them gradually overcome their reading difficulties through personalized tutoring and specially designed reading materials. For example, color-coded text and graded reading materials designed for dyslexic children can help them identify and understand written content more easily.

In early reading education, the cultivation of reading ability requires the joint action of multiple conditions, including rich language environment, systematic reading education, support for basic cognitive ability, development of oral ability, diversity of vocabulary learning, advanced thinking skills and background knowledge, and personalized reading support. These conditions are related to each other and promote the development of children's reading ability. By meeting these conditions, children can not only improve their reading skills, but also excel academically and in life.

3. Definition and scope of early reading

Early reading is all the preparatory activities related to reading carried out when children are not able to read independently. It has a wide range and various forms. These activities include parents reading stories to children, reading picture books together, and participating in interactive games related to reading. Early reading activities are not limited to families, but also include kindergarten and community activities. For example, many preschools schedule daily reading times, where teachers lead children through picture books, or engage children through interactive story sessions.

The main purpose of early reading is to stimulate children's learning motivation and reading interest, increase children's oral vocabulary and language understanding ability, improve oral expression ability and fluency, enrich children's life experience, develop reading preparation skills, and accompany the learning of Chinese characters in reading to form reading habits. For example, when a child listens to his parents tell the story of "Three Little Pigs", he will not only be interested in the plot, but also learn new words, such as "pig", "house", "Wolf", etc., and improve his language expression ability through repeated telling and discussion of the story.

The ability to speak is an important foundation for reading, and early reading is the continuation of oral development. The development of oral ability directly affects children's reading ability. For example, by listening to parents' stories, children learn and imitate their pronunciation, intonation and expression, which lays the foundation for later reading. A child who regularly participates in reading activities at home tends to have strong oral communication skills, and their reading comprehension skills are more likely to develop when they enter school.

Children's books play a vital role in early reading. These books usually have the following characteristics: close to children's life, humorous language, rich imagination, a certain plot, graphic. For example, The book *The Very Hungry Caterpillar* vividly shows the growing process of a caterpillar through a simple storyline and colorful illustrations. This type of reading can not only attract children's attention, but also help them understand the story content through the drawings and enhance their interest in reading.

The basic elements of reading education. Early reading education needs to develop children's oral ability, comprehension skills and initial literacy. Many activities contribute to the development of these skills, such as looking at pictures, discussing books, predicting content, paying attention to words, leading, listening, pointing, describing stories, and discussing impressions. For example, during the reading of *Little Red Riding Hood*, teachers can guide children to observe the pictures in the book, guess the next plot, and discuss the motives of the characters and the meaning of the story, thus developing their comprehension skills and oral expression.

A specific approach to the reading activity. Specific methods of reading activities include: Looking at pictures: Help children understand the plot of the story by looking at the illustrations in the book. For example, while reading Alice's Adventures in Wonderland, a child can understand the adventures of Alice by looking at the illustrations of her falling down the rabbit hole. Discuss the reader. Help your child understand the story in depth by discussing the reading. For example, when reading The Little Prince, parents can discuss with their children the little prince's travel experiences and his thoughts on life. Anticipate the content. Guide the child to predict where the story will go based on the information already available. For example, while reading "The Tortoise and the Hare," ask the child to guess the outcome of a tortoise and rabbit race. Pay attention to the words. Draw your child's attention to the morphology and pronunciation of the words by pointing and leading them. For example, when reading "Rose the Hen Goes for a Walk," have your child read along with their fingers to recognize the Chinese characters and their corresponding sounds.

The main goal of the pre-reading stage is to help children understand the basic concepts of reading and form the basic awareness of reading. For example, by having the child observe an adult reading, understand that the things that are said in the mouth can be written down, and the written words that are written down can be read by others, gradually forming a basic awareness of reading.

Reading education has different stages. Read stories to children. At this stage, children enjoy listening to stories by watching adults read, familiarize themselves with various types of stories, and enrich their vocabulary. For example, parents read Little Red Riding Hood to their children before going to bed, so that children can feel the beauty of the language and the interest of the plot in listening to the story. Share the reading. Children are more actively involved in the reading process during the sharing reading phase, interacting with teachers and parents. For example, teachers lead the children in reading The Very Hungry Caterpillar and let the children follow the finger reading and learn the correspondence between Chinese characters and sounds. Guided reading. Under the guidance of teachers, children engage in more in-depth reading activities, using carefully selected reading books, and developing high-level thinking skills. For example, teachers instruct children to read Charlie and the Chocolate Factory and expand the children's vocabulary and background knowledge by discussing the characters and plot in the book. Read independently. In the independent reading stage, children gradually develop a sense of affinity for books and a sense of competence in reading activities. For example, when reading the Harry Potter series, through independent reading, children not only improve their reading skills, but also develop a lasting interest in reading.

Early reading education is a step-by-step process that covers multiple stages from oral language development to independent reading. Through rich and varied reading activities and age-appropriate reading materials, children gradually accumulate language and reading skills at different stages, thus forming good reading habits and high level of comprehension. This process not only promotes children's language development, but also lays a solid foundation for their future academic success and personal growth. Through these fun and rewarding activities, children not only learn to read, but also have fun doing so, developing an interest in and ability to learn for life.

4. Early intervention and attention for language dyslexia

Children with dyslexia are the key groups that educators, doctors, parents, schools and governments pay close attention to. This widespread concern stems from its complex psychological and physiological mechanisms. A large number of scientific studies have revealed that dyslexia is closely related to heredity, brain mechanism, family environment and education [7]. For example, certain genetic variants may cause the brain to have difficulty processing linguistic information, which manifests as dyslexia and comprehension disorders when reading. At the same time, the richness of the home language environment and the effectiveness of school education methods also play a key role in children's language development.

In view of these complex reasons, researchers have developed a variety of interventions and training approaches to improve children's reading difficulties. For example, using phonological awareness training can help children better recognize and process sounds, thereby improving their reading fluency and comprehension. Cognitive behavioral therapy and multisensory pedagogy are also widely used to improve children's learning outcomes and self-confidence.

In recent years, more and more attention has been paid to the development of pre-school children, and emphasis has been placed on the application of early diagnostic techniques. Through early screening, potential "at risk" children can be identified and given specific educational methods that

avoid or mitigate the possibility of them developing into dyslexic children. Regular language development assessments and personalized early intervention programs, for example, can significantly reduce the incidence of dyslexia.

Internationally, the U.S. Department of Education, in conjunction with the U.S. Department of Health and Human Services, has formed a committee to examine the prevention of dyslexia. Fifteen European countries have also put forward the "Early Help, Better Future" program, which aims to improve children's reading ability through early intervention. These international cooperation and policy initiatives have provided valuable experience and reference for the prevention of dyslexia worldwide.

In China, many researchers have conducted in-depth research on the mechanism of early childhood language and reading development. However, we still need more specialized concepts of early language and reading development. It is urgent to establish a sound early childhood language test system, develop tools to identify children at risk of language lag and dyslexia and their specific defects, and form scientific training programs.

In order to benefit more children, we need to combine the strength of the whole society to translate the results of scientific research into practical applications in the classroom and at home. Only in this way can we truly achieve the goals of early diagnosis and intervention, and improve children's learning and quality of life.

Early diagnosis and intervention of children with dyslexia require multi-party cooperation. Although a large number of studies have revealed the mechanism and developed intervention methods, it is still necessary to strengthen the popularization of early diagnosis techniques and professional concepts, and establish effective detection systems and tools. On this basis, by combining the strength of all sectors of society and applying the research results into practice, children's dyslexia can be better prevented and improved, and their learning and life quality can be improved.

5. Conclusion: Research implications

The early school age is the period of the fastest physiological and language development of children, and it is also a key stage that affects their future learning ability. Studies have shown that the brain plasticity of children during this period is extremely high, and the external environment has a profound impact on their development. During this period, children's language skills develop particularly rapidly, laying the foundation for their future reading and learning. For example, children who grow up in a language-rich environment often have significantly better verbal expression and comprehension skills than those who have less verbal input. Therefore, providing an environment rich in language and full of interaction is critical to promoting early language development in children.

Numerous studies have revealed the multiple factors that influence language development in children. First, the amount of language input is the key factor. In an environment rich in language input, children can come into contact with more words and complex grammatical structures, thus promoting the development of their language ability. Secondly, the education level of the mother is also one of the important factors. Research shows that the higher the mother's education level, the better the child's performance in language development. This may have something to do with the fact that highly educated mothers are more inclined to have complex and rich linguistic interactions with their children. In addition, parent-child interaction and language education in kindergarten also have significant effects on children's language development. For example, frequent parent-child reading activities can significantly increase children's vocabulary and language comprehension.

Compared with developed countries, there is still a certain gap in the concept and practice of early education in China. Although China has made some progress in the field of early education in recent years, the degree of attention paid to early language and reading teaching is still insufficient. Especially in urban and rural areas, there is a marked difference in the quality and resource allocation of early childhood education. Urban parents often have no time to accompany their children for early reading and language interaction due to heavy work pressure, while in some rural areas, children lack good language and reading training in the early school period due to their parents' low cultural level and backward educational concepts. Therefore, how to narrow the gap between urban and rural areas and improve the quality of early education is an urgent problem to be solved at present.

As a unique language system, Chinese has complicated pronunciation, vocabulary, grammar and the relationship between form, sound and meaning of Chinese characters, which brings unique challenges

to children's language and reading development. Research shows that in the process of language and reading development, Chinese children need to pay special attention to the development of oral ability, comprehension skills and cognitive skills. For example, Chinese tones and polysemous words make language comprehension more complicated, while the ideographic nature of Chinese characters requires children to have strong image memory and comprehension ability. Therefore, in the early education of Chinese children, parents and teachers need to help children establish a comprehensive understanding of Chinese characters through multi-level character decomposition and integration.

Early intervention is of great significance to the development of special children. Studies have shown that early intervention for children with physical or psychological disorders or at risk of disorders can help address their developmental problems and reduce the risk of disorders once they start school. For example, for children with language development delays or hearing impairments, early speech and hearing training can significantly improve their verbal expression and social skills. At the same time, individualized educational programs and specialized interventions can help these children better adapt to school life and reduce academic difficulties.

Internationally, many countries have developed tools for measuring language and reading development that are widely used for clinical, medical and research purposes. For example, the United States Department of Education and the Department of Health and Human Services have jointly established a committee to examine the prevention of dyslexia and develop systematic early intervention strategies. These international experiences and measures have provided valuable references for the development of early education in China. For example, the "Early Help, Better Future" program put forward by 15 European countries has improved children's language and reading ability and reduced the risk of academic failure through early educational intervention.

A large number of studies have shown that early intervention has a significant positive impact on children's long-term development. Nearly 50 years of research in the United States have shown that early intervention not only increases children's development and educational gains, but also promotes family functioning and brings long-term benefits to society. For example, early intervention programs can help children improve their academic performance, reduce behavioral problems, and increase their self-confidence and social skills. In addition, these programs can reduce social costs, such as reducing special educational needs and reducing crime and unemployment rates. Therefore, early intervention is not only an investment in individual development, but also an investment in the future of society.

Early diagnosis and intervention of children with dyslexia require multi-party cooperation. Although a large number of studies have revealed the mechanism and developed intervention methods, China still needs to learn from the experience of developed countries in the concept and practice of early education. Establishing a sound early childhood language test system, developing effective intervention tools and teaching programs, and training professional teachers are all key measures to improve the quality of early childhood education in China. At the same time, through the joint efforts of the whole society, the scientific research results are transformed into practical applications and entered into classrooms and families, which can better prevent and improve children's dyslexia and improve their learning and life quality. In a word, early education is the first cornerstone of cultivating future talents, which deserves the common attention and investment of the country, government, society, schools and families.

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