

# An Analysis of the Application of Game Teaching Method in Oral English Class of Preschool Education

Li Ya

North Sichuan College of Preschool Teacher Education, Guangyuan, Sichuan 628017, China

**ABSTRACT.** *The application of game teaching method in the teaching practice of oral English class in preschool education is more conducive to the promotion of students' enthusiasm for oral English practice in preschool education, and at the same time, it can promote the continuous development of their oral English ability, make the teaching work of preschool education achieve half the effort, and properly solve the problems of interaction between teachers and students, teaching failure, etc. This paper analyzes the effective application of the game teaching method in the pre-school oral English class, hoping to provide some references for other teachers to optimize the teaching plan in time and improve the teaching work continuously, so that more students' oral expression level can be improved as a whole.*

**KEYWORDS:** *Preschool education, Oral english, Classroom teaching, Game teaching method, Application analysis*

## 1. Introduction

Foreword: as a general language, English is one of the necessary abilities for college students. When any enterprise recruits talents, it will inspect the English level of the candidates. During the professional teaching period, it will develop good oral expression habits, further improve the professional oral English level, and help students expand their main competitive advantage. Preschool education is to train high-quality, all-around talents, so that they make a great contribution to our country's enlightenment education. The research on the application of game teaching method in oral English classroom needs teachers' special attention. In this regard, the author expounds some of his own views.

## 2. The Necessity of Using Game Teaching Method in Oral English Class of Preschool Education

### 2.1 Make Up for the Difference of Students' Ability Level

Generally speaking, the number of students in the pre-school education class is about 50, and the students' basic English ability and level are all quite different. If the teachers give instruction blindly, without considering whether some students can accept or understand it, the improvement of the classroom teaching quality will also become a lot of resistance [1]. Under the traditional teaching mode, the oral English training of pre-school education majors is mostly led by teachers, which arranges exercises at will. Students are required to complete relevant tasks blindly according to the instructions of teachers. There is a lack of effective interaction between teachers and students, and the ability gap between students and students is growing. In order to improve the meaningless classroom teaching situation, the reasonable application of game teaching method is crucial. Through the construction of the game teaching mode, the timely creation of a good teaching atmosphere and the full stimulation of the enthusiasm of pre-school education students' oral practice, teachers can combine the actual situation of different students, carry out scientific design of practice activities, truly reflect the "student-oriented" teaching characteristics, which is more conducive to the continuous development of students' oral English ability.

### 2.2 Actively Improve the Classroom Teaching

The success of oral English Teaching in preschool education depends on what kind of teaching objectives the teachers set and what kind of learning materials the students choose. Some English teachers neglect the regular training of oral skills of pre-school education students, which leads to the actual development of students' oral

English ability is very difficult, and there is limited room for progress in subject performance. As time goes by, the students of preschool education are no longer interested in oral practice, and even generate a sense of resistance, which not only increases the difficulty of English teachers to carry out the talent training plan, but also makes the infiltration of modern quality-oriented education concept a formal problem. Only by carrying out game activities, can we improve the teaching deficiencies, fully stimulate the initiative of pre-school education students to explore, so that they can find the charm of oral English course in time, enthusiastically put into group practice, comprehensive practice and other links, and easily achieve the purpose of learning for use.

### ***2.3 Arouse Students' Interest in Oral Practice***

Some students think that they have no ability to communicate with each other, and they are afraid that other students will laugh at their oral English level, so they become very resistant and afraid of oral English teaching. Some students actively participate in oral practice activities, but they are not praised and rewarded by the teacher. Therefore, they always “sing against the teacher” in rebellious psychology, and no longer actively complete the oral practice task, or even interfere with the oral expression of other students. Some students are not interested in the teaching activities arranged by English teachers. The implementation of a certain fixed teaching strategy reduces their interest in participation. It is not the students' wish to practice repeatedly in a boring and boring classroom atmosphere. In the long run, most students are very resistant to the traditional teaching practice of oral English. Classroom interaction is not fun, so it is difficult for them to participate actively. At this time, the use of game teaching method can solve this problem well. On the one hand, it can supplement the missing content in the teaching materials, so that all students are aware of the necessity of oral communication. On the other hand, it can provide diversified role activities to meet the learning requirements of different students. For students majoring in pre-school education, with the strong support of game teaching method, oral English practice is full of challenges, if they want to become the “outstanding person” in the new era, they must accumulate rich experience in the process of oral practice, which will generate enthusiasm for activities and interest in participation. In this way, without the continuous supervision and hard guidance of teachers, the comprehensive development of oral English ability of preschool education students will be around the corner [2].

## **3. The Effective Application of Game Teaching Method in Oral English Class of Preschool Education**

### ***3.1 Provide Tongue Twisters and Game Teaching***

In the oral English classroom teaching of preschool education, teachers can provide students with some simple tongue twisters, and successfully mobilize their enthusiasm for oral practice in the form of game competition [3]. For example, “she sells seashell by the seashore, the shells she sells are sure seashells, so if she sells on the seashore, I'm sure she sells seashore shells.”, “I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.” tongue twisters. Whose speed is the fastest?” It is much better to set up some rewards appropriately to promote the students to change their motivation and improve their oral English level in the game competition than to instill guidance blindly.

### ***3.2 Vocabulary Games, Story Based Teaching***

English teachers can say a word, and require pre-school education students to give full play to their imagination, and quickly search the learned English words to determine the word “synonym”, “antonym”, “synonym”, etc. On this basis, at the same time, the game time and elimination mechanism are stipulated, and students are encouraged to play interesting games in groups. Which group has the most words to practice and which student has the most vocabulary. According to the optimal evaluation criteria, judge the “final winner” of classroom teaching, award them some prizes, and better and more directly improve the enthusiasm of the whole class students in enriching vocabulary. Moreover, in the teaching practice of oral English class, it is advisable to cooperate with the effective implementation of story teaching method, utilize the dynamic teaching advantages of multimedia technology, inspire students to read and understand English stories, play games on the basis of reading and understanding, constantly increase the vitality of the classroom, and enrich students' learning experience [4]. For example, the author first introduces the story of a great man to preschool education students, and uses multimedia courseware to show multiple portraits of great men, explaining the rules of the game in advance: “I will describe the great man in the story, You need to find the key information and determine who he is in these pictures. Let this student stand up and describe the characteristics of the picture task in accurate language. On this basis, it will be very smooth to continue to carry out dialogue and exchange activities,

role-playing activities, etc. classroom teaching is full of characteristics, and it is easier to meet the competitive psychology of students majoring in preschool education.

#### **4. Conclusion**

All in all, in the context of the new curriculum reform, the analysis and proper solution to the problems of oral English classroom teaching in pre-school education must be attached great importance to by English teachers. It is necessary to infiltrate the game teaching concept, reasonably apply the game teaching method, timely open the wisdom potential of preschool education students, make them have the initiative and enthusiasm of oral practice, further improve their oral level in the challenging game activities, and expect them to successfully achieve the overall development goal of comprehensive quality and comprehensive ability, and finally grasp more opportunities Dare to create their own wonderful life.

#### **References**

- [1] Zhang Linhai (2019). The application and status of game teaching in oral English class of preschool education [J]. Youth and society, no.30, pp.259-260.
- [2] Hu Rui, Li Tingting (2019). A study on the teaching method of English classroom activities -- the application of game teaching method in oral English Classroom Teaching [J]. Journal of Jiamusi Institute of education, no.5, pp.100-101.
- [3] Liu Qihao. The role of games in college students' oral English learning [J]. Chizi, 2019 (07) 88-89
- [4] Wang Mingyue (2018). Research on the application of game teaching method in preschool English teaching [J]. youth and society, nol.22, pp.144-145