

## **Discussion On The Key Points Of Application And Design In Language Education For Preschool Children Based On The Concept Of Gamification**

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**Abstract:** Under the background of the continuous promotion of reform in the new curriculum system, the education department puts forward higher requirements for education of preschool children in language with the main purpose of highlighting the innovation and optimization of language education for preschool children. There are some practical problems in the practical language education for preschool children. If these problems fail to be effectively solved, adverse effects will be generated on the language education for school-age children, as a result, the development of preschool children can be limited. Therefore, teachers for preschool language education should update their inherent teaching concept, and apply the concept of gamification so as to promote the innovation in language education for preschool children and meet the basic requirements of the new curriculum reform.

With the help of various forms of games and many interesting teaching activities, gamification can motivate students' enthusiasm for classroom learning, and stimulate students' subjective initiative, as a result, students can be fully engaged in classroom learning to ensure the efficiency in classroom teaching. The essence of gamification is to put students in a harmonious and pleasant learning atmosphere and deepen students' understanding of the inner nature of knowledge with the purpose to realize the effect of teaching through entertaining activities. This kind of education method has not been properly used in children's language education, and the teaching methods and teaching concepts are still lagging behind and unitary. This paper will analyze the application and design of gamification concept in preschool children's language education with the hope to promote the innovation and reform of language education form for children.

### **一. The role of gamification in language education for preschool children**

The concept of gamification has significant advantages as it is applied to the language education for children. The learning methods of preschool children are conducted mainly relying on interest in learning. Their physiological and psychological functions are not yet mature, and their language ability and thinking awareness are far from those of adults [1]. At this stage, it is obviously impossible for preschoolers to master language skills proficiently. Based on this, attention should be paid to the cultivation of thinking awareness and innovation ability in language education of preschoolers at this stage, so that the initiative and effectiveness of language learning of preschoolers can be well activated.

At the same time, the application of the concept of gamification in the language education for preschool children is a subjective and educational activity, in which teachers are not the dominant players, but preschool children should be taken as the main body to enable them fully participate in activities for language education [2]. The inherent language education mode for preschool children has a high standard for students, which further increases the learning pressure of students. Compared with the game-based teaching mode, the teaching effect of the two is obviously different. In addition, the concept of gamification can stimulate students' interest in learning, improve their confidence in learning, meet their learning needs, improve their innovation ability and promote their all-round development.

## **二. Defects and deficiencies in current language education for children**

### **(一) Imperfect teaching objectives**

Previous language education activities for children were carried out with teachers as the center and preschoolers listening to the teachers. Besides, the preschoolers were required to read and write by following the teachers, which, although, can ensure the progress of education, the enthusiasm in learning of preschool children fails to be motivated and the teaching efficiency cannot be promoted. Besides, some teachers fail to have profound recognition of language education for children, as a result, the setting of teaching objectives is not perfect and in education activities for children, the interests, hobbies and receptivity are ignored by the teachers. These contents for language education are subject to the limitation of curriculum standards without novelty. As a result, the implementation of language education activities for children is influenced by the inadequate pertinence of teaching objectives and the preschoolers are in passive learning status for a long period of time, which will certainly impair the learning enthusiasm of students. Consequently, the teaching efficiency will not be well guaranteed.

### **(二) Non-diversified teaching contents**

Under the background of the reform of new curriculum, higher requirements are put forward for preschool children in language education. The implementation of the language education activities for children is conducted with consistent focus on the reasonable and effective education content. By integrating the general law of teaching, we can find that some teachers don't have in-depth understanding of teaching contents for children in language education and fail to conduct language education activities according to the rich teaching contents and the specific conditions of preschoolers [4], which are embodied in the followings: the teaching contents selected by teachers are not suitable for the practical conditions of preschoolers with too easy teaching contents, however, the teaching contents for children are beyond the requirements of the syllabus. In addition, some teachers blindly accelerate the progress in teaching without taking the optimization of teaching context into consideration, as a result, the enthusiasm of preschoolers is impaired and certain influence is caused on learning effect of preschoolers, which is bad for the cultivation of language capability of preschoolers.

## **三. The application of gamification in language education for preschool children**

### **To motivate the enthusiasm of children**

Preschool children have relatively low capability in controlling over themselves, and whether children can participate in the classroom to learn relevant knowledge depends on whether children are full of interest in knowledge content. In order to improve the overall teaching effect of language education, teachers should attach importance in activating children's learning enthusiasm [6]. To this end, the concept of gamification should be applied to strengthen the design and application of language education for preschoolers, so as to improve the interestingness and flexibility of classroom teaching and improve the classroom teaching effect. With the rapid improvement of science and technology, the multimedia teaching equipment is widely used in the education industry, based on this, the teachers can use multimedia teaching equipment in language education for preschooler to enable the teaching contents to be presented in visualized manner. Therefore, the preschoolers will be attracted and memory will be deepened [7]. In cities where conditions permit, 3D projection technology has been integrated into the language education for preschool children. Rational use of relevant science and technology can continuously improve the effect of language education for children. It is necessary to motivate children's learning enthusiasm so as to make them participate in the game practice, strengthen their language learning ability, enhance the interaction between children and teachers, further enhance their learning enthusiasm, and ensure the overall effect of children's language education. Therefore, in language education for preschool children, the

concept of gamification should be reasonably adopted, the law of children's development and fundamental needs should be followed, and the educational content should be carefully planned to make the teaching content fit with children's learning interest, so as to strengthen the level of language education for preschool children.

For example, the teachers for language education for preschoolers follow the theme of “Banmabang Banzi” in designing homework and instruct the students to use the concept of gamification. Proceeding from the contents of “Banmabang Banzi”, the students can be made to be clear of the design intention, objectives of activities, activity contents and procedures for the activity. For instance, some students think that the objectives for language education activities should be set as (1) to distinguish the front nasal sound “an” from the back nasal sound “ang”, (2) to understand the basic content of tongue twisters, (3) to experience the fun of tongue twisters. By using PPT, pictures of zebras and boards, children songs and teaching videos for tongue twister, children will be presented with rich teaching contents and the enthusiasm of children in participation will be motivated, and the difference between the front nasal sound “an” from the back nasal sound “ang” of “Bang” and “Ban” can be made clear, as a result, the capability in pronunciation can be enhanced. Besides, children can have more in-depth understanding of the contents of “Banmabang Banzi” by using PPT in teaching and the learning enthusiasm of children can be activated. The capability children in expressing themselves can be developed by using background music. Finally, the game based activities can be organized to encourage children to participate in the tongue twister to enhance the enjoyment, flexibility and the overall effect of language education. By analyzing the design contents of students, the teachers can rationally use the concept of gamification in designing of the contents of language education and apply the concept of gamification into teaching process so that the attention of children can be attracted and a series of contents for language education based on gamification can be designed to develop the communication capability of children and the learning enthusiasm of children can be improved[8], which can make the contents for language education more rational, efficient. Therefore, the students will have better understanding of the concept of gamification and the learning enthusiasm can be enhanced to promote the innovative development of language education for preschoolers.

### **(一) Consistent of the law of students' intellectual development**

It can be discovered that in practical language education for preschoolers, the children fail to accurately express themselves due to many their young age and they fail to accurately express their intention and ideas. Based on this, the specific conditions of the children should be taken into consideration in language teaching for children and the children should be guided to fully participate in the games by following the concept of gamification and using the incentive based teaching methods, as a result, the efficiency in the overall language teaching is ensured[3]. Because most children have a strong sense of novelty and strong desire for exploration, they are keen to new things. Therefore, the teachers responsible for the language education for preschoolers should guide the students to follow the law of children's psychological development, and the teaching should be integrated with game to create a harmonious, pleasant, free learning environment, as a result, children's learning efficiency will be enhanced. For example, as for sports competition, competition can be used in game design for children in language teaching to encourage the participation and develop the awareness of competition of children.

For example, as the teachers responsible for language education for preschoolers are designing the homework, they should guide the students to use the gamification concept and master the educational contents of “Banmabang Banzi” so as to deliberately plan the activities for language teaching for “Banmabang Banzi” with the purpose to improve the overall effect of language education. For instance, some students know that the “Banmabang Banzi” is a tongue twister, which is a story about two zebras helping each other. Proceeding from the concept of gamification and the zebra, the children are instructed to know tongue twister and to further exercise their oral ability. As a result, the charm of language can be understood by children. Teachers divide the teaching activities into three parts: Firstly, to play relative videos to attract the attention of children; Secondly,

to see the pictures to further understand the content of “Banmabang Banzi”so as to develop the ability to pronounce words. Third, to organize children to participate in the tongue twister competition activities, carry out a reasonable group for children and make a comparison to see which group read the best tongue twister, cultivate children's sense of competition, which is of great significance for children's growth and development in the future. At the same time the students realized that children at this stage pay much attention to the recognition of parents and teachers[10].Therefore, parents and teachers should use incentive language to make the enthusiasm of children for participation to be improved. Besides, children's language expression ability, organization ability of language should be enhanced to make children receive the respect from the teachers and make children more willing to be engaged in language teaching practice.

## Conclusion

Above said, in the language education for pr-school children, teachers should realize the necessity of using the concept of gamification so as to update the inherent awareness of teaching and optimize teaching method. With the aid of diversified teaching resources, students' enthusiasm for participation can be motivated, so that the efficiency in class of students can be ensured. The design of homework in language education can be made more reasonable and efficient to highlight the advantage of gamification concept with the purpose to improve the effect of the language education for children. Therefore, in the future practical work, teachers should constantly explore the content of preschool education under the game-based language curriculum to promote the innovation and reform of preschool education and make it meet the development needs of students.

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