

An Analysis of the Status Quo of Bilingual Preschool Education in Rural China

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Abstract: Preschool education is one of the important components of the national education system, and it is the top priority of basic education. Preschool education is of great significance to the healthy growth and future development of children, to the construction of society and the future development of the country and nation. Because rural areas are relatively backward in economic and cultural aspects, rural education occupies an important position in many education policies. Rural preschool education is not only related to the development of rural basic education, but also to the coordinated development of rural society and economy. The purpose of this article is to analyze the current situation of bilingual preschool education in rural Han Chinese. This article first outlines the current situation of bilingual preschool education in rural Han Chinese, then mainly discusses the types of bilingual preschool education in rural Han Chinese and problems in related research results, and finally puts forward corresponding countermeasures and suggestions for rural bilingual Han preschool education. The research results show that poor families have prevented children from going to school, and parents' weak awareness of their children's education has led to existing preschool bilingual education policies that cannot completely solve the problem of bilingual preschool education in various rural areas. At the same time, there are few academic research materials on rural pre-Chinese bilingual education policies, and the relevant policy evaluation and monitoring systems need to be improved. However, it is possible to promote the reform of rural pre-Chinese bilingual preschool education by focusing on infrastructure construction, improving school running conditions, focusing on cultivating bilingual pre-school teachers, and initially establishing relevant professional teachers and development.

1. Introduction

In the context of the era of global economic integration and cultural diversification, preschool is a critical period for children's physical and mental development. Preschool education is related to the country's population quality and family's happy life. As the initial stage of basic education in China, preschool education can be effective Promote the physical and mental health of young children and has an irreplaceable role. Language is the most important communication tool for human beings and one of the main characteristics of the nation. It is inevitable and necessary to receive language education in early childhood. Our country is a multi-ethnic country. It is the incumbent responsibility of our nations to inherit and develop the cultures of various nationalities. In recent years, preschool education has received much attention from countries around the world. The problem of early childhood education for families with poor economic bases. In our country, there are many ethnic groups living in relatively poor and backward places. Children in ethnic groups often do not receive a good education. National languages are the most important inheritance of various ethnic groups, and national culture is also passed down from generation to generation. The ability of ethnic children to receive education and bilingual pre-school education in rural Han Chinese is urgent and important.

The Boyd S team, in a study of early childhood institutions on language policy and practice in bilingual and multilingual preschoolers in Finland and Sweden, found that language policy research in early childhood education and nursing practice may even be related to Studies in other contexts are particularly relevant as they serve as model policies for early childhood education and

multilingual progress policies. And by comparing and contrasting the preschool education and language of the two countries, after research, it is found that implementing bilingual education for young children is conducive to the inheritance of related cultures, and that social activities of young children become easier when they grow up [1]. Snaider C's research found that in the past ten years, the Argentine government has reduced the starting age of compulsory education, and the enrollment rate of early childhood education has been steadily increasing. However, the development of ECE services has been fragmented, leading to inequality. Situation: Although private education accounts for the largest proportion of growth, children from low-income families are less likely to go to school, and they are more likely to receive low-quality education. He suggested that he hoped that the need for high-quality preschool education for all children should be centered, and that the school should pay attention to the views of teachers and parents [2].

This paper analyzes the present situation of bilingual education in rural Han Chinese by investigating the bilingual education in rural Han Chinese, provides theoretical guidance for bilingual education in rural preschool, and provides reference theoretical suggestions for enriching and developing education in ethnic areas.

2. Method

2.1 Survey on Pre-School Education in Rural Han

Preschool education is a method used by children's parents and preschool teachers to make children's brains receive some positive stimuli and feedback, and to improve the development of children's brains [3]. Preschool education is one of the important contents of preschool pedagogy, and it is a part of the scientific system that constitutes preschool pedagogy. As childhood is the initial stage of children's intellectual development, it is also the most basic and important stage. Therefore, it is necessary to use appropriate and scientific preschool education methods. influences. The formation and development of children with high IQ are all related to the correct preschool education, especially the education focusing on intellectual training [4-5]. Training in many ways is an important feature of preschool education for children. At the same time, the mental health development of preschool children cannot be ignored. Children at this age are very immature and do not have the correct judgment ability and judgment standards. Parents and kindergarten teachers are required to guide them correctly. [6] However, the focus of education in rural areas in many areas for many years now is mainly on universal compulsory education, lack of attention to preschool education, low funding, irregular management, lack of basic equipment, poor teaching staff, outstanding safety issues, and left-behind children issues It has become a hot and difficult point of preschool education in China [7-8]. Pre-school education in rural areas, especially in poor areas, has become one of the shortcomings of China's current pre-school education [9].

2.2 Research Methods

At present, the following problems exist in related bilingual preschool education in many rural areas: the ideological understanding of bilingual education between the Chinese and Han people is not comprehensive and profound, and the relationship between ethnic languages and Chinese has not been properly handled. As a characteristic ethnic language, the inheritance of ethnic languages is still in progress. The family tradition of oral tradition, the original inheritance of imitation from generation to generation, has not yet been incorporated into the formal school education system, the lack of ethnic Chinese teaching materials, can not meet the actual needs, the lack of relevant high-quality bilingual teachers, and seriously affects the bilingual education of the Han Chinese It has been carried out, and the comparative study of bilingual between Chinese and Chinese is inadequate, resulting in a chaotic situation of students' language learning [10]. Ethnic early childhood education is the foundation stage of ethnic education; however, there are few related researches on the present situation of bilingual education for children in ethnic areas. In addition, ethnic preschool bilingual education started relatively early, and it is necessary to improve specific policies and provide accurate guidance in order to achieve the expected educational goals.

Therefore, improving the basic framework of the national preschool bilingual education policy system needs to cover the aspects of quality, management system, curriculum, funding, teachers and students [11]. The corresponding policy guidance in the initial stage is still immature compared to the bilingual education policy. In the process of improving preschool bilingual education policy, relevant experience of bilingual education policy needs to be learned [12]. It can also respect and tolerate the process and results of developing bilingual education and formulating bilingual education policies abroad.

3. Experiment

3.1 Experimental Object

Bilingual preschool education in rural Han Chinese mainly targets children from ethnic minorities, laying a foundation for the education goals of bilingual biculturals who are both bilingual. The daily communication of ethnic minority children basically relies on their own language and Mandarin Chinese. These two languages are also their learning objects. The ultimate purpose of preschool bilingual education is to enable ethnic minority children to speak, speak, and speak national languages with skill. Master and use Mandarin Chinese. This article studies related policies on rural pre-Chinese bilingual pre-school education, analyzes related educational models, teachers, etc., and analyzes related problems. It concludes that the current rural pre-school bilingual education teachers are lacking, and many children's education The way is not appropriate and so on.

3.2 Experimental Methods

In order to gain a deeper understanding of the opinions of rural pre-school bilingual preschool education on the current and future development of rural pre-school bilingual pre-school education and their staff efficiency, this survey randomly selected 50 staff from a pre-school bilingual pre-school Conduct a questionnaire survey, including the basic information of the individual, the situation of bilingual preschool education in rural Han Chinese, attitudes and views on the current work of bilingual preschool education in rural Han Chinese, and perspectives on the future development of bilingual preschool education in rural Han .

4. Discussion

4.1 Professional Level of Preschool Bilingual Teachers

An analysis of the professional level of pre-school teachers in the area through a survey questionnaire was retrieved. Table 1

Table 1. Professional level and corresponding number of preschool bilingual teachers

| Teacher profession | Number of people | The proportion |
|---------------------|------------------|----------------|
| Preschool Education | 13 | 26% |
| Normal major | 26 | 52% |
| Non-teaching majors | 11 | 22% |

Table 1 shows that the level of professionalism of pre-school bilingual teachers in this area is relatively low. Real pre-school education teachers only account for 26% of the survey respondents, and even 22% of teachers who are not teachers majors. It can be seen that the overall level of preschool bilingual education teachers at the grassroots level needs to be improved, and the current low professionalism of teachers will affect the implementation of preschool bilingual education policies of relevant ethnic groups.

4.2 At Present, the Main Methods of Bilingual Preschool Education in Rural Han Chinese

According to the survey results, there are three main types of bilingual education in rural Han Chinese: teacher teaching, game practice, and simulated life. Because children are mostly playful, game practice activities are the most basic and main activities for children. At the same time, it is

also the main teaching method for preschool teachers, which plays an important role in the development of preschool language. The development of these activities creates conditions and opportunities for teachers to conduct language teaching for children, and enables children to make certain progress in language in a variety of colorful and interesting activities. The survey shows that the teaching methods commonly used by preschool teachers are: demonstrative imitation method, game method, children's song recitation method, performance method, exercise method and teaching method. The usage of these methods can be seen in Figure 1.

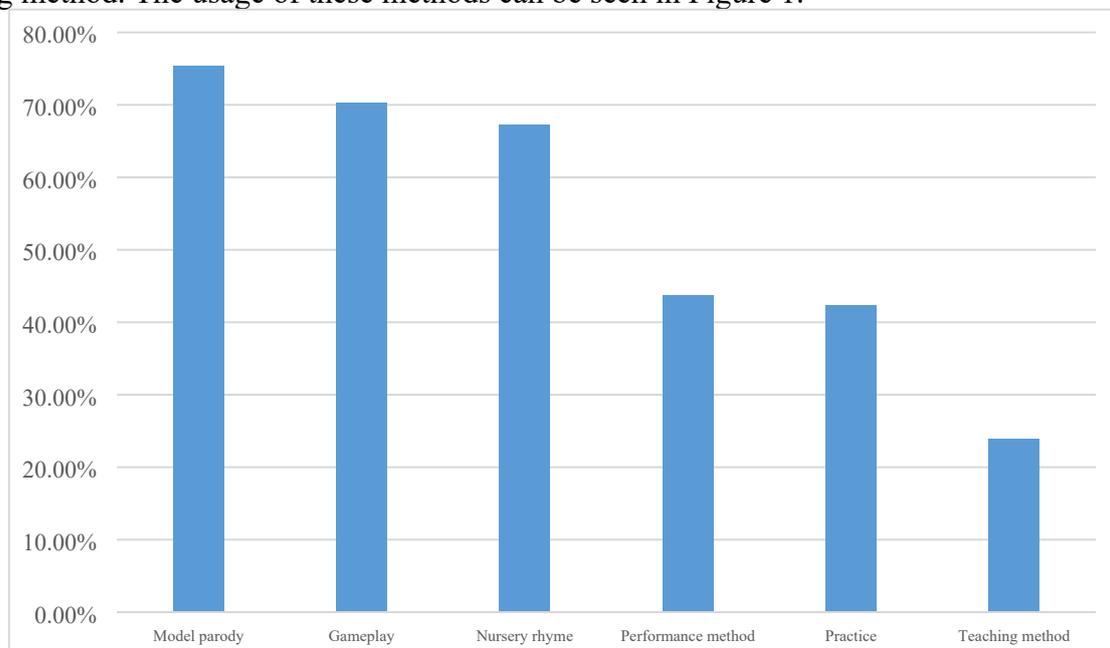


Figure 1. Teaching methods commonly used by teachers in rural pre-Chinese bilingual education

4.3 Suggestions on the Status Quo of Bilingual Preschool Education in Rural Han Chinese

First, we must improve the preschool bilingual education guarantee system. The premise of the healthy development of rural preschool bilingual education needs to be guaranteed by this system. The dominant position in bilingual education in kindergartens is that the local government needs to be known by the public, and local governments should actively advocate the adoption of development guidelines proposed by various sectors of society in favor of kindergarten construction. Actively guide and urge social forces to participate in the development and construction of kindergartens, and actively encourage all sectors of the community to run and donate funds. Secondly, the government should promote and encourage social forces to support children with financial difficulties in their families, provide financial assistance to orphans and disabled children and ensure their education. The second is to create an office-based demonstration park. Utilize the integrated unused school buildings to promote the wide coverage of pre-school education resources, and introduce private office assistance parks, and provide benefits such as policy preferences to promote the construction and development of kindergartens. At the same time, we must pay close attention to ethical inspections; severely crack down on muddy water and fish, and cut corners. Third, many rural children are unable to receive preschool education due to family conditions, which can reduce the cost of school and miscellaneous expenses so that children in rural areas can afford kindergartens without putting too much burden on families. The most important thing is to standardize the rural education management system and improve the quality of education.

5. Conclusions

At present, bilingual pre-school education in rural Han Chinese is not optimistic, and it is not difficult to solve problems such as infrastructure and weak teachers. Relevant departments can improve and solve the problems related to bilingual preschool education in rural areas through

methods such as paying close attention to infrastructure construction, improving the conditions for running parks, cultivating preschool bilingual teachers, and establishing professional teachers. Especially in the implementation of ethnic preschool bilingual education policies, it is necessary to gradually train and deploy policy executives with higher professional standards. Only a correct understanding of the policy can accurately implement the policy and ultimately achieve the expected goals of the policy. At the same time, continuous and accurate feedback of the effects of policy implementation in the course of policy implementation is conducive to the continuous improvement and perfection of policies. In this way, rural pre-school bilingual education is promoted through policies.

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