

Research on problems and countermeasures in reading skills training of boys majoring in preschool education

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Abstract. At present, reading teaching is a very important content in preschool education teaching, which plays an important role in improving the comprehensive quality of students. But at present, there are still many problems in reading course for boys majoring in preschool education. Starting from boys' own learning characteristics, this paper finds out the problems, explores the reasons, seeks countermeasures, and puts forward corresponding solutions.

1 Introduction

Reading aloud teaching is a very important content in the teaching of preschool education, which plays an important role in improving the comprehensive quality of students. However, at present, there are still many problems in the reading aloud course for boys majoring in preschool education. To master the first-hand information, the author investigates and analyzes the current situation of boys' reading teaching and boys' learning in preschool education, to find problems, explore the reasons and seek countermeasures. The author adopted the form of a questionnaire survey, taking a total of 312 students from three grades and six preschool male kindergarten teacher classes in Nantong Normal College as the research objects. There were 12 questions in total. 312 questionnaires were distributed and 308 were recovered. According to the analysis of the collected questionnaire, it is found that boys do reflect a lot of problems in their own learning drive.

2 Investigation

2.1 Investigation on learning objectives

This part involves two survey questions. The specific results are as follows: 78.7% of boys set the main goal of learning to read aloud just to "meet the examination requirements", 12.9% of boys hope to change and improve their current situation of reading aloud, and 8.4% of boys are to be competent for teaching after graduation; Only 49.3% of the boys thought that special training was needed, and the rest thought it didn't matter or necessary. Therefore, boys majoring in preschool education have very unclear learning objectives for

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reading class, and many students have very strong "exam motivation". The data of the survey results are shown in "Table 1".

Table 1. Questionnaire on learning objectives of boys' reading training.

Investigation content	Options	Percentage(%)
What is your goal of learning to read aloud	Meet the exam requirements	78.7
	Change and improve your reading status	12.9
	Able to do future teaching jobs	8.4
Do you think it is necessary to carry out professional training aimed at improving boys' reading ability	Be necessary	49.3
	Indifferent	45.1
	Not necessary	5.6

2.2 Investigation on learning basis

This part involves two survey questions. The specific results are as follows: only 4.5% of boys are interested in reading aloud, while 74.8% of boys are not interested in reading aloud; On the question of "what is the most difficult thing you feel in the process of learning to read aloud", the proportion of several options is relatively average. 46.8% of boys think that "the problem of their own pronunciation is difficult to correct", 31.7% of boys think that "the skills of reading aloud are difficult to master", and 21.5% of boys admit that they "have no confidence to learn well". This data shows that the learning ability of boys majoring in preschool education is very poor. The data of the survey results are shown in Table 2.

Table 2. Questionnaire for the basic learning of boys' reading training

Investigation content	Options	Percentage (%)
Are you interested in learning to read aloud?	Be interested	4.5
	Indifferent	20.7
	Uninterested	74.8
What do you find most difficult in learning to read aloud?	Problems with self-pronunciation are more difficult to correct	46.8
	The skills of reading aloud are difficult to master	31.7
	No confidence can learn well	21.5

3 Survey data induction

The learning effect is not good, and the problems of boys themselves cannot be ignored. To sum up, it mainly includes the following aspects.

3.1 Unclear learning objectives

In the survey, 49.3% of the boys thought it was necessary to "set up a reading course for boys", but 34.5% of the boys thought it should be related to the exam. This result shows that the learning goal of boys learning to read aloud is not clear. Their "exam oriented" motivation is strong. The purpose of learning is only for the exam, and they hope to set up a reading course for boys, just hope to do better in the exam. With such an "exam oriented" goal, boys' motivation to learn to read aloud will only become weaker and weaker without

seeing the help of learning to read aloud for their professional growth and their future career.

3.2 Pronunciation problems

In the survey, it is found that boys with a better foundation can achieve standard pronunciation and fluent sentences when reading aloud, but few can accurately grasp the emotional tone of the article, not many read in cadence and sincerity.

Male students' pronunciation problems are more prominent. Boys' pronunciation is not standard. They are manifested in ambiguity of n and l, confusion of f and h pronunciation, confusion of flat tongue and tongue, confusion of finals, the confusion of pronunciation of single finals i and ü, and inaccuracy of simple final vowel and posterior nasal vowel. When boys read aloud, the pronunciation problem is more prominent. This conclusion is also confirmed in the questionnaire. On the question "what do you feel is the most difficult in the process of learning to read aloud", 46.8% of boys think that "the problem of their own pronunciation is more difficult to correct"

3.3 Poor reading skills

Boys majoring in preschool education lack knowledge of reading skills in the learning process of reading course, cannot skillfully master the internal skills of reading and the application of external skills, cannot reproduce the situation when reading, cannot put themselves in an objective sense, do not pay attention to the treatment of light stress and continuous treatment when reading, and do not have much emotional color, hard to give people the enjoyment of beauty. At the same time, when boys read aloud, if they want to read "childishness", they need more coordination of tone and demeanor, but "degree" is difficult to grasp. If you don't pay attention, you will have a feminine tendency and lose your masculinity.

Accurate comprehension, precise expression, full of childlike interest, balance of rigidity and softness, "degree" of relaxation, straightforwardness, naturalness, and humour, these are the requirements for boys in preschool education majors' reading aloud courses. To achieve this standard, if boys cannot master the reading skills based on understanding the content of the work, it is difficult to accurately grasp and read the essence of each work, let alone form the characteristics of boys.

3.4 Not interested in reading aloud

The survey shows that, first, only 4.5% of boys are interested in reading aloud, the remaining 95.5% of boys, 20.7% of boys think reading aloud is dispensable for him, while 74.8% of boys are not interested in reading aloud at all. Secondly, on the question of "how do boys react in the class of reading class", 61.6% responded generally and 30.2% responded positively. It shows that boys' interest in language courses is not high, and their interest in the current reading ability training course is also general.

4 Cause analysis

4.1 Students' own reasons

The reasons why the reading ability training of boys majoring in preschool education has become so embarrassing are analyzed from the boys themselves, mainly in the following

aspects.

In boys' physiology, there are three physical properties of speech. First, the pitch. Boys' vocal cords are longer, thicker and looser than girls' vocal cords. Therefore, the voice is lower than girls' and the low pronunciation is easy to lead to ambiguity. The second is the sound intensity. The vital capacity of boys is larger than that of girls, so the sound intensity is usually stronger, while it is more difficult to make Qi and light sounds with "childlike fun". The third is the sound length. Boys have a longer breath and a longer sound length. If they make short notes, they should learn to control their breath.

In terms of boys' character, Boys are more interested in learning. Boys usually don't like theoretical courses and find it difficult to raise their interest. They prefer science and creative learning with abstract thinking as the main body, while girls prefer language and memory examinations. We can often see such a scene: Science and engineering classes are usually dominated by boys, and the number of girls is rare; The liberal arts classes are all girls, while boys are sporadic. The reading course of preschool education is naturally a language course. Boys are not interested in it. It is understandable to analyze it from their own personality.

In learning pronunciation, boys are less patient than girls and are unwilling to slowly train their reading ability. When they encounter difficulties in reading, they are more likely to be anxious and have no correct attitude and enough patience to solve the difficulties. At the same time, boys lack self-confidence and have certain psychological barriers to speech learning. Once they read aloud in public, they are more likely to be timid and inferior to girls. They are unwilling to read aloud in public. When they know that they have problems in reading aloud, they have no confidence and feel that they can learn well. This is also confirmed by the statistics of the questionnaire: in the question of "What do you find the most difficult in the process of learning to read?", 21.5% of the boys said frankly that they did not "I don't have the confidence to learn."

4.2 Teaching reasons

Lack of reading materials suitable for boys. The reading aloud teaching of boys majoring in preschool education should reflect the professional characteristics of preschool education, highlight the professional expertise in preschool education and highlight the characteristics of boys. It can neither take the language training of ordinary high school as the "blueprint", nor train them according to the objectives of vocational education without characteristics, nor be different from ordinary language training. The teaching materials for the training of boys' reading ability should closely follow the professional characteristics of preschool education, and the selection of reading content should focus on the reading materials used in preschool teachers' teaching. Choose more sunny, resolute, exemplary, rational teaching materials suitable for boys to read aloud. However, there is no targeted syllabus for the cultivation of boys, and there is no targeted textbook for boys. Due to the lack of appropriate teaching materials, teachers must figure out the purpose of the teaching materials and the teaching objectives to be achieved, which makes the teachers' teaching content lack professionalism.

Lack of practical teaching evaluation. Whether the teaching quality has reached a certain standard can only be accurately judged through a highly operational educational evaluation. As a preschool education major in vocational education, the requirements for reading ability are very high. As a preschool education major who is given high expectations, the society has higher expectations for their professional quality. However, at present, there are no evaluation standards for boys who major in pre-school education, except for a national standard for Putonghua proficiency testing. However, there is no specific refinement and clear evaluation criteria, which makes the daily teaching evaluation

at a loss. Reading aloud teaching is either practiced without comment, or the teacher simply verbally praises or criticizes it. In the final assessment, some schools are the theory test, some schools are the oral test, and some schools are the theory combined with the oral test. This messy evaluation method has long existed in the reading teaching of preschool education majors.

5 Reform measures

The author believes that the implementation of class teaching for male and female students majoring in preschool education is not only the premise of curriculum construction, but also the basic link of curriculum construction. Boys are divided into a single class to facilitate the implementation of the teaching plan specially set up for boys. According to the characteristics of boys, this paper puts forward specific reform measures in teaching objectives, textbook construction, evaluation mechanism and so on.

5.1 Determine accurate teaching goals

If the teaching objectives are not set accurately, it will directly affect the setting of teaching content and the development of teaching process, and the teaching effect will naturally deviate. If the teaching objectives are not accurately determined, there is no way to talk about the training requirements for boys, and the development of the whole teaching activities has no practical significance.

When determining the teaching objectives of the pre-school education boys' reading course, firstly, according to the different levels of teaching research, determine the teaching objectives and clarify the pre-school education boys' reading requirements. The whole teaching objectives are divided into course teaching objectives, unit teaching objectives and class-hour teaching objectives. The determination of each teaching goal should be based on reality, study the relationship with the superior goal, and determine the inferior goal. Second, it should be based on the three dimensions of teaching objectives. That is to deal with the relationship between knowledge and skills, process and method, attitudes, and values, and determine teaching goals. Third, it should point to all boys, not individuals. The teaching objectives should measure the learning foundation of boys majoring in preschool education, the ability level of mastering knowledge, the characteristics of boys, the performance degree of objectives, and explain the minimum standards to be achieved by the group of boys targeted by the objectives, to facilitate the implementation of teaching evaluation.

5.2 Strengthen the construction of teaching materials

In terms of the guiding ideology for the compilation of textbooks, it is necessary to base on the national vocational education guidelines and policies, rely on the characteristics of preschool education, focus on the learning characteristics of boys, and be employment-oriented, improve the textbook management system, and innovate the textbook construction mechanism. In terms of the compilers of teaching materials, they should have rich teaching experience, be able to carry out extensive social investigation, understand the social demand for boys majoring in preschool education in reading aloud, and be able to integrate theory with practice to make the teaching materials more practical. In terms of the content of teaching materials, firstly, it is necessary to closely adhere to the professional characteristics of preschool education, and in the selection of reading content, emphasis should be placed on the reading materials used in the teaching of kindergarten

teachers, so that boys can get more guidance from teachers in the classroom and prepare for future students. Lay the foundation for employment; The second is to choose more materials suitable for boys to read aloud and cultivate a reading style with boys' characteristics. In terms of the form and text of teaching materials, it is necessary to combine the learning characteristics of vocational boys who tend to focus on abstract thinking, reduce theoretical narration, more practical oral links, less verbosity, more creative thinking, to stimulate boys' interest in learning. Only by building good teaching materials can teachers' reading teaching for boys in preschool education be targeted and gradually get on the right track.

5.3 Construction of evaluation mechanism

A well-targeted evaluation mechanism should be able to promote the professional growth of boys and effectively improve the reading level of boys. This evaluation method can accurately reflect the boys' existing learning level, find out their weak links, and find their strengths, and can give praise and affirmation in time. It is helpful for boys to understand their completion of their learning goals, and to remedy and correct their learning problems. Scientific evaluation is not only to evaluate the actual situation, but also to face the future and serve the improvement of educational activities. A good evaluation mechanism can enable teachers and boys to find their own wisdom potential and their own dynamic role, encourage students to further clarify their learning objectives, improve their interest in learning, and give full play to the role of the "magic wand" of teaching evaluation, which will effectively promote the reform of reading courses for boys majoring in preschool education.

6 Conclusions

The knowledge of reading aloud belongs to the basic knowledge of early childhood education that must be mastered by preschool teachers before taking office, and it is the basic requirement for the professionalization of boys in preschool education. To better change the status quo of the preschool education boys' reading skills training courses, effectively improve the teaching effect, and effectively improve the boys' reading ability, it is necessary to fundamentally reform the preschool education boys' reading skills training courses. Let the front-line teachers have evidence and systems to follow, so that they can be targeted and give full play to the training of reading skills.

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