

## DEVELOPING ACADEMIC ADMINISTRATION GUIDELINES TO ENHANCE CHINESE LANGUAGE LEARNING ACTIVITIES OF KINDERGARTEN STUDENTS IN LIUCHENG KINDERGARTEN, CHINA

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### Abstract

The objectives of this research were: 1) To investigate the present situation of kindergarten Chinese Language Learning Activities. 2) To construct academic administration Guidelines for improving kindergarten Chinese language learning activities. The respondents in this research were divided into 2 groups; namely, 1) 219 students' parents; 2) 34 teachers teaching in kindergarten. obtained through stratified random sampling technique. Liucheng Kindergarten was used as a case study. The research instruments employed in this study were: 1) questionnaires with questions with 5 rating scales, and 2) a set of questions for the 3 specialists of focus group discussion. The information and data collected were analyzed and presented in terms of frequency, percentage, mean, and standard deviation. The results of this study indicated that: 1) Master the influencing factors of preschool language learning and the characteristics of preschool language learning were rated at the "High Level". In addition, needs of conduct language training activities in daily life. were also rated at the "High" level. 2) The constructed Guidelines for Chinese Language Learning Activities of 3 units; namely, 1) Language ability training goals for children aged 3 to 6 years. 2) Integrate resources in various fields and sort out the collection of language activities in children's daily life, which is divided into two parts: kindergarten and family. 3) Improve the existing language evaluation standards. All of the three units were evaluated and approved by the specialists in terms of correctness and suitability of the contents and presented in terms the IOC values ranging from 0.67 to 1.00. This meant that the guidelines were acceptable and could be used for improving kindergarten Chinese language learning activities.

**Keywords:** Academic administration guidelines, Kindergarten, Language Learning Activities

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## Introduction

With the deepening of kindergarten curriculum reform, preschool educators increasingly focus on the improvement of education quality, and various new concepts and teaching methods such as cooperative learning, inquiry learning, and experiential learning have sprung up in kindergarten education activities. However, no matter what kind of ideas and teaching methods are adopted the ultimate goal is to achieve effective teaching, and improving the quality of early childhood education effective teaching has become a focus issue in the reform of early childhood education. As an important part of kindergarten curriculum, Language Learning plays a very important role in the healthy growth of children. Therefore, studying the effectiveness of kindergarten Language Learning activities and improving the quality of preschool Language Learnings' becoming a topic of common concern for preschool education experts and front-line preschool teachers.

On October 9, 2012, the Ministry of Education officially issued the Guidelines for the Development of Children aged 3-6, emphasizing the rules of physical and mental development of children, understanding their learning characteristics, respecting and protecting their curiosity and learning interests, and valuing the significance of games and life for the development of children. Create a rich educational environment, reasonably arrange a day's life, maximize support and meet the needs of children through direct perception, practical operation and personal experience to gain experience, and prohibit the "pulling up" type of advanced education and intensive training. Therefore, avoid allowing children to learn languages mechanically and recite language content that is unrelated to children's life and experience stiffly. Early reading and writing are not conducive to the law of physical and mental development of children.

The famous psychologist Gardner believes that language is the most extensive, the fairest and shared as an ability tool for people to communicate. From the perspective of brain science research, the development of language can promote the brain skin. From the psychological point of view, language ability is the most important basic ability in the intellectual structure. Language ability plays a decisive role in the development of other human abilities. It can be seen that language is the core factor in children's development of intelligence and social ability, which occupies an extremely important position in the process of a person's growth. A large number of studies at home and abroad also show that the infant stage is the critical period of language development, which refers to that " children are easiest to learn certain knowledge and skills in a certain period, but the development obstacles after this period are difficult to make up or will never make up. So, in one year old children's main life, learning and games of a kindergarten to develop positive and effective Language Learning can not only in the collective environment let children contact a variety of language paradigm can also let children with others, communication gradually master the skills of language communication is conducive to the benign development of children's language ability and the improvement of comprehensive quality.

Ye (2021., p.2) conducted a research project titled " Master's thesis of Kindergarten Language Learning Activities Based on Experiential Learning", the result indicated that Language Learning activities in kindergartens provide effective help to cultivate children's interest in oral and written language learning, and are also an important way to improve children's language intelligence, exercise children's language application ability and promote children's comprehensive language development. In teaching practice, there are still some teaching problems in kindergarten Language Learning activities that cannot be ignored. First of all, teachers become the center of Language Learning activities in kindergartens. The idea is to ensure the smooth implementation of Language Learning activities, but teachers have intangibly weakened the initiative and subjectivity of children's learning, and indirectly caused the one-way indoctrination problem of teachers' teaching. Secondly, teacher pay too much attention to children's mastery of language forms, and neglect children's language application and emotional experience. Deeply influenced by traditional concepts, some teachers focus on guiding children to learn to condemn sentences, write correctly and understand language rules in the teaching process, while ignoring that language is a beneficial tool for children to express themselves, comprehend emotions and transmit information, which is not conducive to the comprehensive development of children's language. And finally, Teachers tend to teach by one-way irrigation. Teachers are used to telling children the knowledge points that need to be deeply explored in the teaching content through simple and straightforward question-answering forms, and they fail to use appropriate and appropriate teaching methods to guide children to gradually think and explore the emotions and meanings to be conveyed by the content. These problems in kindergarten Language Learning activities not only do not help children to fully feel the free and relaxed language learning situation, experience and express content emotions, but also affect their ability to develop independent learning, reflection and practice, as well as the cultivation of interest in language learning. If this continues, the situation will not be optimistic.

Zhang (2006, p.2) conducted a research project titled " Language Learning for preschool children", the result indicated that Language Learning activities for preschool children refer to a kind of planned and organized activities with children as the subject and language as the object Purpose Multiple forms of activity process. Its fundamental purpose is that under the guidance of teachers, children actively interact with people and the surrounding language environment, so as to improve children's language ability.

Zhao (2021, p.1) conducted a research project titled " A study on the Status quo of Language Learning activities in Kindergartens in Life", the result indicated that at present, children's Language Learning activities do not pay enough attention to the life of language activities. First, preschool teachers put more energy only on collective teaching activities, ignoring the penetration of Language Learning in daily activities. Second, the combination of kindergarten Language Learning activities with other areas of kindergarten is insufficient. Thirdly, in the implementation of Language Learning activities in kindergartens, the selection of curriculum content lacks connection with children's actual life experience, and the curriculum content is

from the perspective of teachers, lacking care for children's life. Fourth, the subject of children's language activities is still the kindergarten teacher, and the children's subjectivity status of "children as the subject" is missing. Fifth, children's Language Learning activities, teachers' pay too much attention to children's mastery of knowledge and skills, language is obviously utilitarian tendency, ignoring the development of children's emotions and values.

Language education is the foundation of all education, the key to open the door of children's wisdom, and the important content of preschool education. Although the concept of life-oriented education has been widely recognized, the connotation, educational principles and implementation methods of language activities in kindergartens still need to be further clarified. Through literature review, it is found that kindergarten Language learnings mostly concentrated in collective teaching for children. This paper will further understand its essence and core concept by summarizing the connotation of language education, pay attention to the connection between children's Language Learning and children's daily life, provide a basis for teachers to carry out language activities in kindergarten activities, and enrich the content of kindergarten language education.

### Research Objectives

1. To investigate the present situation of kindergarten Chinese Language Learning Activities.
2. To construct academic administration Guidelines for improving kindergarten Chinese Language Learning Activities.

### Research Method

#### Population and Samples

**Population** In this research, Liucheng kindergarten will be used as a case study. The population in this research project will be divided into 2 groups, namely, 1) 485 students' parents and 2) 38 teachers.

**Samples** In this research project the sample groups will be divided into 2 groups, namely, 1) 219 students' parents; 2) 38 teachers teaching in kindergarten. The sample groups will be derived from Taro Yamane formula (Yamane, 1973). The respondents were collected through the satisfied random sampling technique.

**Area of the study** This research project will be conducted using Liucheng kindergarten a case study. The main reasons I selected this school as the case study are: 1) the researcher have been working in this school for five years, therefore, the researcher in concern about the quality of education of the kindergarten and 2) It will be helpful to get permission from the director of kindergarten to collect data and information from people in kindergarten.

## Research Instrument

**1. Questionnaire for investigating needs and problems** In this research project, a questionnaire will be employed for the data collection. The questionnaire was divided into 2 parts section: General information and Present situation of kindergarten language learning activity. For getting a better understanding of the present status of kindergarten language learning activity, the researcher chose the suitable questions from Guidelines for the development of children aged 3-6 issued by the Ministry of Education of China (2012) Early childhood literacy development and compiled the Current situation of Questionnaire of kindergarten language learning activity in Liucheng Kindergarten for this study.

For this part the questionnaire will be evaluated for the Index of Congruence scores (IOC scores) by the three specialists. Each question in the questionnaire evaluated with the range of IOC 0.67 to 1.00 was employed meeting for this research. And check the reliability of questionnaire with the Cronbach's alpha which should be greater than 0.80

**2. Focus groups discussion** The construct guidelines will be evaluated by the three specialists (one Thai and two Chinese experts in kindergarten language learning activity), and the three specialists will be invited for three focus group discussion meeting, the results were presented in terms of IOC (Index of Congruence).

## Data Collection

For this research project, the researcher herself collected the data and information from the sample groups. The sample groups were informed the purposes of the data collection, made an appointment. The researcher submitted a letter of permission to the school director in advance to ask a permission to collect the data and information from the samples group at Liucheng kindergarten.

## Data Analysis

The Data and information collected will be analyzed, interpreted, and then presented in terms of frequency court, percentage, mean ( $\bar{X}$ ), standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' present situation of early childhood reading in kindergartens The criteria and define at the range of the mean scores (Srisa-ard, 2002, p. 103) as the following:

- 4.51-5.00 = the highest level of present situation
- 3.51-4.50 = the high level of present situation
- 2.51-3.50 = the moderate level of present situation
- 1.51-2.50 = the low level of present situation
- 1.00-1.50 = the lowest level of present situation

## Conclusions

In the parent's sample group, there are 55 fathers (25.11%), 67 mothers (30.59%), 47 grandfathers (21.46%), and 50 grandmothers (22.84%).

Among them, 62 people (28.31%) have a high school or technical secondary school education, 78 people (35.62%) have a junior college degree, 55 people (25.11%) have a bachelor's degree, and 22 people (10.96%) have a master's degree or above.

Of the caregivers, there are 89 mothers (40.64%), 62 grandmothers (28.31%), 45 fathers (20.55 %), and 23 (10.5%) grandfathers.

Regarding the educational level of child caregivers, 75 people (34.25%) have high school or technical secondary school education, 49 people (22.37%) have junior college degree, 73 people (33.33%) have undergraduate, and 22 people (10.05%) have master degree or above.

There are four main types of family structure: 88 nuclear families (40.18 %), 44 main families (20.09 %), 38 single-parent families (17.35%), and 49 inter-generational families (22.37%).

According to the data table, among the 219 people who participated in this survey, 32.42% have more than 40 children's (audio) books and audio toys in their families, 28.77% have 30-40 books, 24.66% have less than 20 books, and 14.16% have 20-30 books.

Most children (63.47%) read or use audiobooks and toys five or more times per week, with the highest proportion of children using them daily (31.05%). Only 21.46% of children use audiobooks and audio toys between one and two times a week.

In the cultivation of language ability for children aged 3-6, the most concerned is to pay attention to the expression of children in daily life, and educate and require children to express correctly. This option received the highest percentage, at 35.16%. The second is to carry out scientific and effective language education for children at any time, including the use of mobile phones, television, daily communication, storytelling, understanding objects, word cards and so on. This option received 17.81%. Less attention is paid to daily language education, and options with less expansion (such as picture books, vocabulary, sentence richness, etc.) have a proportion of 10.5%. The option to teach but not correct the child's verbal errors received 24.2%. The option of not educating or correcting children, leaving them too young and letting nature take its course, received 12.33%.

Inconsistent educational beliefs among family members were the biggest deterrent, with 52.97% of respondents choosing this option. Not knowing how to interact with children and children too young, there is no need to cultivate closely followed, accounting for 43.38% and 42.92% respectively. Being busy with work and not having time to concentrate on children also accounted for a similar proportion, 39.27% and 32.42% respectively. The view of wasting money accounted for 29.68%, and the proportion of lack of appropriate methods and materials was the lowest at 15.98%.

In the sample group of teachers, there are 6 teachers aged 19 to 25 (17.65%), 9 teachers aged 26 to 32 (26.47%), 11 teachers aged 33 to 40 (32.35%), and 8 teachers aged 41 and above

(23.53%).

The majority of pre-school teachers have been working for either 3-5 years (35.29%) or 5-10 years (32.35%).

Among them, 12 individuals (35.29%) hold a high school or technical secondary school degree, while 10 individuals (29.41%) possess a junior college degree, another 10 individuals (29.41%) have a bachelor's degree, and only 2 people (5.88%) hold a master's degree or higher.

There are 21 people (61.76%) whose titles have not been assessed, 4 (11.76%) grade 3 kindergarten teachers, 2 (5.88%) grade 2 kindergarten teachers, 5 (14.71%) grade 1 kindergarten teachers, and 2 (5.88%) senior kindergarten teachers.

The question 1 You pay attention to the language accuracy of your daily communication. the high level ( $\bar{X} = 3.80$ , S.D. = 1.05). The question 2 You will answer your child's questions and explain them, even if they repeat them many times. the highest level ( $\bar{X} = 3.84$ , S.D. = 1.00). The question 3 You will teach language to children in a variety of everyday situations. (such as: introduce the name of the item to the child, and guide the child to repeat) the high level ( $\bar{X} = 4.02$ , S.D. = 1.19). The question 4 You may take your children to places such as libraries, museums, cultural centers or parks. The high level ( $\bar{X} = 3.68$ , S.D. = 0.98). The question 5 You will actively and consciously teach the child to read some words (such as pictures that the child is interested in, etc.) the high level ( $\bar{X} = 3.84$ , S.D. = 0.94). The question 6 In your opinion, the strength of language expression ability has a great influence on children aged 3-6. the high level ( $\bar{X} = 3.89$ , S.D. = 0.99). The question 7 You think it is necessary to develop the language ability of 3-6-year-old children. the high level ( $\bar{X} = 3.83$ , S.D. = 1.02). The question 8 You think it is necessary to develop the language ability of 3-6-year-old children. the high level ( $\bar{X} = 3.79$ , S.D. = 0.89). The question 9 You pay great attention to the development of children's language ability. the high level ( $\bar{X} = 3.84$ , S.D. = 0.99). The question 10 You will communicate with your child regularly. (e.g., asking what the child is doing) the high level ( $\bar{X} = 3.84$ , S.D. = 0.99). The question 11 You will use your free time to provide specialized language education for your children. (e.g., using item cards, etc.) the high level ( $\bar{X} = 3.91$ , S.D. = 0.96). The question 12 You will invest in your child's language skills. the high level ( $\bar{X} = 4.05$ , S.D. = 1.27).

The question 1 Understand the essence and value of language and early childhood language education. the high level ( $\bar{X} = 3.79$ , S.D. = 1.43). The question 2 A clear understanding of the characteristics of language development in children aged 3-6. the highest level ( $\bar{X} = 3.79$ , S.D. = 1.39). The question 3 To master the influencing factors of preschool language education and the characteristics of preschool language learning. the high level ( $\bar{X} = 3.59$ , S.D. = 0.99). The question 4 Make clear the goal and content of language education for children. The high level ( $\bar{X} = 3.68$ , S.D. = 0.98). The question 5 Proficient in the design process of preschool language education activities. the high level ( $\bar{X} = 3.85$ , S.D. = 1.16). The question 6 Master the basic methods and approaches of the organization and implementation of preschool language education activities the high level ( $\bar{X} = 3.68$ , S.D. = 0.91). The question 7 According to children's age

characteristics and class characteristics, design and implement appropriate language education activities, and choose appropriate educational methods to carry out activities. the high level ( $\bar{X}$  = 3.53, S.D. = 0.96). The question 8 Can choose appropriate educational methods to carry out activities. the high level ( $\bar{X}$  = 3.91, S.D. = 1.29). The question 9 With excellent language skills, can play an exemplary role as a teacher. the high level ( $\bar{X}$  = 3.65, S.D. = 1.09). The question 10 Able to think independently and have strong cooperative learning ability. The high level ( $\bar{X}$  = 3.85, S.D. = 1.08). The question 11 Able to integrate resources in various fields and family and social resources. the high level ( $\bar{X}$  = 3.56, S.D. = 0.99). The question 12 Proficient in using scientific evaluation indicators and appropriate evaluation methods to assess children's language development level in daily activities. the high level ( $\bar{X}$  = 3.74, S.D. = 0.93). The question 13 Be able to make appropriate evaluation of children's language learning behavior and language education activities. the high level ( $\bar{X}$  = 3.59, S.D. = 1.16). The question 14 With the concept of lifelong learning, constantly improve and enrich themselves in reflection. The high level ( $\bar{X}$  = 3.59, S.D. = 1.16). The question 15 You will be able to constantly update educational concepts in a close combination of theory and practice. The high level ( $\bar{X}$  = 3.79, S.D. = 1.32).

The question 1 Children can communicate their needs coherently and clearly. (e.g., I want water) the high level ( $\bar{X}$  = 3.83, S.D. = 0.97). The question 2 Children are able to use appropriate language in different situations. (Having fun and saying: It's so fun) the highest level ( $\bar{X}$  = 4.10, S.D. = 1.25). The question 3 The child can describe in simple and clear terms what he did today. (E.g., I played water with my sister today.) the high level ( $\bar{X}$  = 3.80, S.D. = 0.96). The question 4 The child's words and expressions are accurate and rich. He high level ( $\bar{X}$  = 3.91, S.D. = 1.02). The question 5 When children speak, they imitate short videos or what adults have said. (e.g.: Beat you if you don't listen) the high level ( $\bar{X}$  = 3.74, S.D. = 0.93). The question 6 Children like to communicate with others and can say some clear sentences. the high level ( $\bar{X}$  = 3.82, S.D. = 0.99).

The question 1 Understand the essence and value of language and early childhood language education. the low level ( $\bar{X}$  = 2.18, S.D. = 1.47). The question 2 A clear understanding of the characteristics of language development in children aged 3-6. the lowest level ( $\bar{X}$  = 2.26, S.D. = 1.39). The question 3 To master the influencing factors of preschool language education and the characteristics of preschool language learning. the low level ( $\bar{X}$  = 2.03, S.D. = 1.40). The question 4 Make clear the goal and content of language education for children. The low level ( $\bar{X}$  = 2.24, S.D. = 1.16). The question 5 Proficient in the design process of preschool language education activities. the low level ( $\bar{X}$  = 2.41, S.D. = 1.02). The question 6 Master the basic methods and approaches of the organization and implementation of preschool language education activities the low level ( $\bar{X}$  = 2.21, S.D. = 2.15). The question 7 According to children's age characteristics and class characteristics, design and implement appropriate language education activities, and choose appropriate educational methods to carry out activities. the low level ( $\bar{X}$  = 2.12, S.D. = 1.23). The question 8 Can choose appropriate educational methods to carry out activities. the low level ( $\bar{X}$  = 2.12, S.D. = 1.47). The question 9 With excellent language skills, can

play an exemplary role as a teacher. the low level ( $\bar{X} = 2.18$ , S.D. = 0.94). The question 10 Able to think independently and have strong cooperative learning ability. The low level ( $\bar{X} = 2.38$ , S.D. = 1.20). The question 11 Able to integrate resources in various fields and family and social resources. the low level ( $\bar{X} = 2.35$ , S.D. = 1.20). The question 12 Proficient in using scientific evaluation indicators and appropriate evaluation methods to assess children's language development level in daily activities. the low level ( $\bar{X} = 2.32$ , S.D. = 1.09). The question 13 Be able to make appropriate evaluation of children's language learning behavior and language education activities. the low level ( $\bar{X} = 2.00$ , S.D. = 1.26). The question 14 With the concept of lifelong learning, constantly improve and enrich themselves in reflection. The low level ( $\bar{X} = 2.24$ , S.D. = 1.10). The question 15 You will be able to constantly update educational concepts in a close combination of theory and practice. The low level ( $\bar{X} = 2.41$ , S.D. = 0.92).

#### Guidelines for Chinese Language Learning Activities

##### 1. Language ability training goals for children aged 3 to 6 years.

- 1.1 Willing to talk with others, speak politely;
- 1.2 Pay attention to each other's speech, can understand daily language;
- 1.3 Speak clearly what you want to say;
- 1.4 Like listening to stories and reading books;
- 1.5 Can understand and speak Mandarin.

##### 2. Integrate resources in various fields and sort out the collection of language activities in children's daily life, which is divided into three parts: kindergarten, family and Home-school cooperation.

###### In kindergarten

###### 2.1 Listening and speaking activities:

- Take the initiative to participate in the listening and speaking game, and speak boldly in the game.
- Pronounce difficult sounds and use various words correctly.
- Master the language rules of the game and respond in time.
- Based on previous language experience and rapid language expression.

###### 2.2 Narrating activities:

- Develop the habit of observing carefully and then speaking.
- Can understand the sequence of events, the relationship between the main characters and the emotional tendencies shown in the pictures and scenes, and initially feel the beauty of literary language.
- Speak in front of the group actively, naturally and generously, speak fluently and accurately, adjust the volume and speed according to different occasions.

- Actively listen to others and learn good ways to speak.

###### 2.3 Conversation Activities:

- Listen quietly, actively, and intently, without interrupting.

- Be willing to communicate with peers and speak boldly in front of groups.
- Express yourself in Mandarin.
- Under the guidance of the teacher, talk around the topic and stay on topic.
- Learn common communication language and polite expressions.

#### 2.4 Literary works learning activities:

- Like to appreciate literary works, actively participate in literary appreciation activities and try to use it on appropriate occasions.
- Know the difference between the language of literary works and the language of daily life, and feel the beauty of the language of literary works.
- Understand the characters of literary works, feel the emotions of the works, and express their understanding with more appropriate forms of language, movement, painting, etc.
- Expand the imagination and make creative representations based on literary works.

#### 2.5 Early Reading Activities:

- Like reading books and understanding the characters in picture books.
- Love books, know the corresponding relationship between pictures and words in books, and can cooperate with peers to make simple picture books.
- Accurately express the content of the picture book, feel the transformation relationship between language and symbol.
- Actively learn to read Chinese characters, understand the rules of reading, and apply the mastered words to life.
- Master basic writing posture and be ready to write in fun book making.

#### In family

#### 2.6 Create a language environment to increase children's learning initiative:

- Integrate the rich language resources in the family with the children's living environment, so that children can get the influence of language at home.
- Arrange a reading area corner, let the child's name it himself, and enjoy the interest of reading in this dedicated space.
- Parents regulate their own language when communicating with their children and pay attention to whether the pronunciation is standard and correct.
- Make use of social resources such as museums, libraries, etc.

#### 2.7 Cultivate children's interest in language expression through multimedia:

- Children like cartoons, you can take advantage of the "multi-viewing method" of cartoons:

Watch: Children watch cartoons and then tell stories to their parents.

Telling: Children tell the story of the cartoon in their own words.

Acting: Parents and children act out the wonderful plot of the cartoon in the form of role play.

#### 2.8 Encourage and enjoy language learning:

- Parents should grasp the characteristics of their child's language development at every stage.

- Encourage children's correct language expression in a specific, multi-angle and multi-level way.

- Praise your child for using new words or adjectives that make them feel proud and keep trying.

#### 2.9 Home-school cooperation

- The kindergarten regularly carries out parents' meetings, parents' open days, parents' classes and home visits.

- Educators and parents communicate in a timely manner and share the responsibility for children's growth.

#### 3. Improve the existing language evaluation standards.

### Discussion

In today's society, children's all-round development has become the focus of family and society. As a key ability in children's development, language ability is particularly important in the early stage of 3-6 years old. The purpose of this paper is to explore the importance of language ability development for children aged 3-6.

First, the relationship between language ability and cognitive development. 3-6 years old is a critical period for children's brain development, and language learning at this time is not only to master language tools, but also to promote children's cognitive development. In the process of trying to express their own ideas, understand and imitate the language of others, children will constantly exercise their thinking and logical ability. Therefore, good language skills can lay a solid foundation for children's cognitive development.

Second, the cultivation of language ability and social ability. At this age, children gradually move from the family to the wider social circle, and they need to communicate with others through language to express their feelings and needs. At this time, good language skills can not only help children better integrate into the social environment, but also enhance their self-confidence and expression skills, and further cultivate their social skills.

Third, the relationship between language ability and future learning. 3-6 years old is the key time for the formation of children's learning habits and interests' time. Language learning at this time will not only affect children's future language level, but also affect their interest in other subjects and learning attitudes. If children can develop good language habits and learning interests at this stage, then they will be handier in future learning.

Forth, how to cultivate children's language ability. Parents and teachers can cultivate children's language ability in many ways, such as communicating with children, providing rich language environment for children, and encouraging children to express language. In addition, children's interest and love of language can be stimulated by reading and telling stories.

Overall, the cultivation of language ability of children aged 3-6 is of vital significance to their all-round development. Parents and teachers should be fully aware of this and provide children with a good language environment and learning opportunities to help them lay a solid language foundation during this critical period.

### **Suggestion**

At present, the development of preschool education is moving forward steadily, but there are still many problems in the cultivation of children's language ability. The development of preschool education in China is late, and the social support is not enough. We should strengthen the training of teachers, build a home-based co-education model, use the resources of school, family and society, and cooperate to achieve joint training.

Educational goals lack pertinence. The educational goals of kindergartens should be more targeted to highlight the developmental characteristics of children. At present, some targets are too general to meet the needs of different children. Content away from life. Some language learning content is out of touch with children's actual life. We should design teaching content that is closer to children's daily life to stimulate their interest.

Collectivization of organizational forms. Language education activities in some kindergartens are too collectivized and lack individualized feedback. We need more flexible forms of organization to meet the needs of different children. Evaluation results are limited. The results of evaluation often only focus on certain aspects, and it is difficult to show children's language ability comprehensively. We should use more diverse evaluation methods to better understand the development of children.

Secondary design for the target. We need to develop more specific and personalized educational goals to meet the needs of different children. Design content close to life. The educational content should be closer to the daily life of young children and stimulate their interest and curiosity. Value individual differences. We should provide personalized feedback in a flexible organization based on the characteristics of different children. Diversified evaluation. Evaluation should not only focus on language ability, but also on other aspects, such as social ability and emotional expression.

The learning of children's language ability needs continuous improvement, and needs to better meet the needs of children's physical and mental development in theory and practice. The aim of language learning should be improved, and teachers' theoretical learning and practical guidance should be further strengthened. Such as teachers teaching research, open class learning and other ways. Further strengthen the school-based curriculum research on children's language ability learning, rationally allocate relevant management resources, strengthen the corresponding material infrastructure construction, further pay attention to improving the relevant soft power, further improve the evaluation standards of children's language learning, attach importance to the development of micro-discipline evaluation, and promote the overall improvement of education quality. This paper analyzes the relevant concepts of children's language learning and

academic management, summarizes and analyzes the problems existing in Liucheng Kindergarten's language learning, puts forward a child-oriented stance, and analyzes the current language learning for children. While striving to improve children's language learning, the paper considers the necessity and effectiveness of child-oriented language learning, and puts forward corresponding improvement measures. Although there are general ideas in some areas, there is a lack of more concrete and feasible designs and examples. I hope that the above three points can be further studied and revised in the future.

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