

Strengthen the cooperation and exchange between schools and enterprises. Schools should take the initiative to understand the market demand and industry dynamics and adjust and optimize the curriculum and teaching content according to the actual needs of enterprises. In addition, schools should actively cooperate with enterprises to carry out practical teaching and internship training and other activities, so that students can combine theoretical knowledge with practice, thus improving employment competitiveness. Encourage students to actively participate in humanistic practical activities. In practical activities, students should give full play to the role of the main body, active participation, active thinking and innovation. At the same time, the school should also provide students with more practical opportunities and platforms to help them better apply what they have learned in practice. [2]

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Research into bilingual education methods

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Abstract:

As English becomes a universal language in the world, it has become a compulsory language for non-native people to master voluntarily. At the

same time, since language learning is the most receptive period in human childhood, this paper studies the problems of bilingual teaching in kindergartens and explores the feasible solutions to the problems of bilingual teaching in kindergartens.

Technological advances have narrowed the geographical boundaries between people, making communication particularly important. The aim of education is not just the transfer of knowledge, but also to develop globally aware citizens. Pre-school education is very important in developing global awareness in children. Children between the ages of 0-6 have an amazing learning potential and exposure to foreign languages helps brain development and flexibility of thinking. The trend of globalisation requires a mastery of one global language, English, and therefore bilingual education usually includes English as a second language [1].

The effective establishment of kindergarten bilingual education Firstly, there must be a strengthening of teacher training [2]. This can be achieved by providing targeted training to enhance the language proficiency of existing English teachers or by equipping non-English subject teachers with the necessary English language skills.

Creating a material atmosphere favourable to the sensory and auditory perception of the Chinese language by young children. In kindergartens where bilingual education is provided, wall decorations, corners and hangings are used to create a language culture conducive to the development of children's language reception and perception. The kindergartens that offer bilingual teaching in Chinese and in Vietnamese create a material atmosphere conducive to the development of children's language reception and perception through the wall decorations, corners and hanging objects in the houses. The kindergartens that offer bilingual education in Chinese and in Viennese create a material atmosphere conducive to the development of the children's language reception and perception.

Create a good bilingual learning environment. Standard pronunciation of foreign language teachers: Foreign language teachers should pay attention to the tone of pronunciation in the process of language teaching, so that children can feel natural and friendly in language learning; at the same time, they should pay attention to the softness and speed of the tone of the Chinese language and the size of the voice, so that children can hear standard and clear speech. Teachers need to provide targeted guidance in the process of language teaching, and choose language teaching that

encourages and induces children to take the initiative to co-operate and open their mouths actively. Teachers need to provide targeted guidance in the language teaching process and choose language teaching methods that encourage and induce children to actively cooperate and open their mouths on their own.

In the kindergarten, the second language is integrated into the daily life of the children in close conjunction with their daily life learning. Every kindergarten life learning opportunity is taken advantage of, such as reporting the arrival and departure of children in the morning, daily polite greetings, eating and sleeping, and so on. The kindergarten will make use of every kindergarten life learning opportunity, such as reporting entering and leaving the kindergarten in the morning, daily polite greetings, eating and sleeping, etc., to form phrases in Chinese, so that the children can learn the Chinese language and naturally respond appropriately to the instructions of the foreign language teacher, so that the children can learn the Chinese language in the kindergarten. The children will learn Chinese by ear and naturally respond appropriately to the commands of the foreign language teacher, so that they can naturally use these commonly used spoken languages in their habits.

Lastly, Increase the training of foreign language teachers in kindergartens and expand the foreign language teaching staff. After recognizing the correct bilingual teaching concept, the state needs to increase the strength of Chinese teaching teachers in kindergartens and improve the quality of bilingual teachers and improve teachers' teaching ability.

This study on early childhood bilingual education seeks to identify strategies for effective bilingual teaching in kindergartens. It emphasizes the importance of language in cultural transmission and positions bilingual education as a structured learning process. The research focuses on children aged 3-6, analyzing the current state of bilingual education and proposing strategies to enhance its effectiveness. Effective bilingual teaching was found to involve engaging, interdisciplinary content and methods that stimulate children's interest and participation. It advocates for formative assessment over traditional summative assessment to reduce learning pressure and focus on individual learning processes.

The research provides practical guidance for kindergarten educators, helping them design more effective bilingual programs and promote children's balanced development in language and cognition. It also points to the potential of educational technology in enhancing bilingual learning

and the need for future research to explore long-term effects and personalized bilingual programs. The study believes that with scientific strategies, the quality of bilingual teaching can be significantly improved, supporting holistic child development.

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The concept of university students' learning styles

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Abstract:

This study, conducted through a literature review, systematically examines the concept of "learning styles." The research asserts that "a learning style is a stable, individualized way of acquiring material by a learner, representing a combination of learning strategies and preferences."

We often encounter situations where some students prefer to complete academic tasks through collaborative discussions, while others prefer to solve problems independently, reflecting on them in silence without outside interference. These differences are precisely due to varying learning styles. The term "style" is often used to mean "features" or "habits," implying individuality and consistency. In everyday academic activities, each person demonstrates their own learning style. The concept of "learning style" was first introduced by American scholar Herbert Thelen in 1954. Over the past