

Construction and Practice of Preschool Education Courses under the Background of Normal Education Certification

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Abstract: Some schools in the context of teacher education accreditation indicators, the curriculum system reconstruction further implements the new training program for talents, highlights the connotation and characteristics of the major and ensures the quality of talent training. Education department through the open, interdisciplinary, integrated professional curriculum construction, interdisciplinary, and integrated professional courses, to promote the cultivation of applied talents in preschool education majors. In view of the lack of effective cross, integration and correlation in the classroom, the network course teaching resources are repeatedly constructed, schools should pay attention to professional certification index and talent training target advantage construction, the optimization of teaching content integration, innovation curriculum teaching mode and methods, financing course group practice training teaching resources, optimize the course group evaluation system, the construction of high-quality course teaching team.

1. Background of Curriculum Group Construction of Preschool Education Major

In 2014, in order to standardize and guide the construction of teachers' major in universities, the Ministry of Education issued the Notice of the Ministry of Education on the Pilot Certification of Teachers' Major. In October 2017, the Ministry of Education officially issued the Implementation Measures for the Professional Certification of Normal Colleges and Universities (Interim), and also issued the professional certification standards for preschool education. In 2020, the Office of the Shaanxi Provincial Department of Education issued the notice of the Implementation Plan for the Professional Certification of Normal Colleges and Universities in Shaanxi Province. In 2021 and 2022, the School of Education of Xi'an Translation University revised the talent training program and further improved the curriculum system according to the professional certification standards for preschool education. Under the background of normal professional certification indicators, the restructuring of curriculum system reflects the characteristics of talent training and specialty construction. The restructuring of curriculum system is also an important guarantee for the implementation of talent training plan and the quality of talent training. The new preschool education outline reconstructs the curriculum system according to the OBE concept and

certification index requirements of teacher education majors, and provides a logical starting point and destination for the construction of curriculum groups.

2. The Significance of the Curriculum Group Construction of Preschool Education Major

The construction of curriculum group of preschool education is aimed at the professional certification of teachers and the training of applied talents. Course groups rely on the relevance, complementarity and penetration of courses, integrating course teams and professional backbones. Curriculum group optimization of curriculum resource allocation, on the basis of a single course of discipline quality standardization teaching reform, based on the work flow of the project group teaching reform. The overall construction of curriculum system by curriculum groups is an effective way to deepen curriculum reform and optimize curriculum design, which is conducive to strengthening the development and optimization of teaching resources, so as to effectively enhance students' comprehensive competitiveness. Preschool education builds professional characteristics and core competitiveness through the construction of curriculum groups, and forms the highlights of professional construction and talent training results [1]. Relevant education departments should better meet the employment needs of pre-school students and their career development plans for the next five years, improve the quality of teacher training, and adapt to the development trend of higher education.

3. Preschool Education Major Curriculum, the Main Problems Existing in the Group Construction

3.1 Lack of Effective Crossover, Integration and Association between Courses

Under the traditional "curriculum system - curriculum" basic model, the curriculum is divided into classes. However, under the unified classification of a single course, from teaching materials to teachers' teaching design, all attach great importance to the integrity and systematicness of the subject knowledge system. Courses are isolated from each other, lack of relevance between courses, and content duplication and even contradiction become the norm. The lack of uniformity and systematics in teaching content wastes time, increases students' learning burden, and reduces students' learning interest [2]. The training of students' transfer ability, comprehensive analysis ability and innovation ability is obviously insufficient. It is difficult to achieve good curriculum goals and talent training goals.

3.1.1 General Education Courses

The general education curriculum includes subjects such as foreign languages, computers and physical education. General education courses bear the heavy responsibility of "thick foundation and heavy quality" in the training of preschool education professionals. The curriculum of general education mainly supports the graduation requirements of four categories: the normalization of professional personnel training, education and comprehensive education, and exchange and cooperation. Teachers pay attention to students' basic knowledge and skills, ignoring the basic courses and core courses. Preschool education exercises the teaching theory and practical skills of preschool children's foreign language education and kindergarten information education technology.

3.1.2 Between Professional Basic Courses and Professional Core Courses

The basic curriculum of preschool education and the core curriculum of preschool education are also repeated and cross-linked, but there is no overall planning. The foundation curriculum

highlights four courses: general psychology and the science of preschool child development, principles of pedagogy and preschool education. There is a logical relationship between the first and second courses between the basic courses and the core courses. There is a lot of duplication and crossover in the course content, and the teachers who undertake these four courses may come from different teaching and research departments, different majors, and even not the same school full-time and part-time. If there is no teacher to carry out effective communication, most teachers will be fragmented, difficult to achieve the curriculum knowledge system and teaching content.

3.1.3 Between Professional Core Courses

There is repetition and crossover between the core curriculum of preschool education and the practical training curriculum of professional practice. The content modules of some practical training courses are far from the actual ability of kindergarten work. The professional theories and professional skills among teachers belong to different teaching and research groups and lack of in-depth collaborative research. For example, art class, piano class and dance class pay too much attention to the integrity of the discipline system, ignoring the needs of kindergarten art teaching. The curriculum is designed in five areas of kindergarten, such as preschool health education, preschool language education, preschool social education, preschool science education, and preschool art education. The nature and type of the course and the logical structure of the course content are almost the same. The courses all involve the basic knowledge of the design of educational teaching activities for preschool children, such as theoretical basis, goal preparation, content selection, choice and use of methods and approaches, design and implementation of activity process, evaluation and reflection of activities and similar content. If the content of these five courses is not integrated and reconstructed, it will inevitably lead to a waste of class hours, thus squeezing students' opportunities for deep learning and practical practice in various fields.

3.2 Replicate Construction of Online and Offline Course Teaching Resource Database

Under the opportunity of national first-class major and first-class curriculum construction, great achievements have been made in the construction of online and offline teaching resource base of various courses for preschool education majors. Preschool education curriculum has its own characteristics, the quality is uneven. The pre-school curriculum has many links with courses in medicine, nursing, physical education and other professions. However, few schools and majors have really realized the exchange and efficient use of resources such as teaching content, experimental and practical training conditions, and teaching team construction. On the basis of the integration of preschool education and related majors, output-oriented preschool education is the inevitable trend of development. Only when all majors need to break the curriculum, pay attention to its internal correlation, integrate the resource pool, and effectively cooperate with curriculum teachers, can a landmark teaching reform result is formed.

4. Open, Crossover and Integration of Professional Curriculum Group Construction Overall Thinking

4.1 The Construction of the Professional Curriculum Group Focuses on the Professional Certification Indicators and Talent Training Objectives

This paper deeply analyzes the concept of "student-centered, output-oriented and continuous improvement" in the professional certification standards of preschool education and the index system of curriculum construction. This paper breaks the existing curriculum system and

curriculum type framework according to the training objectives and graduation requirements of the new undergraduate preschool education professional training program. In this paper, the horizontal and vertical relationships between courses are sorted out, organic integration and reorganization are carried out, the overall framework of professional curriculum community with the characteristics of "open, cross and integration" is constructed, and the overall goal and implementation plan are formulated. The fundamental goal of the overall construction of the curriculum group is to make all courses in the curriculum group play a synergistic role and bring into play the overall benefits, and to enable students to form a certain knowledge system, comprehensive quality and practical innovation ability through teaching, so as to improve teaching quality and teaching efficiency [2]. Preschool education trains high-quality applied preschool teachers who meet the needs of China's socialist construction. The overall goal of the construction of professional curriculum group is to determine the goal of reflecting the specialty characteristics, school positioning and improving the quality of talent training. Preschool education defines the overall goal of each curriculum group, and follows the principle of serving for professional talent training and realizing the goal of talent training.

4.2 Highlight the Advantages of the Key Curriculum Group Construction

Curriculum group construction needs to integrate the core resources of the major and highlight the characteristic courses. According to the nature and type of the curriculum, as well as the relationship between the support matrix and the goal of talent training and graduation requirements, preschool education can be divided into main curriculum group and branch curriculum group. The construction of main course group is mainly the construction of professional course group, and the emphasis is on the construction of professional core course group and micro-professional course group. The curriculum framework of preschool education is shown in Figure 1.

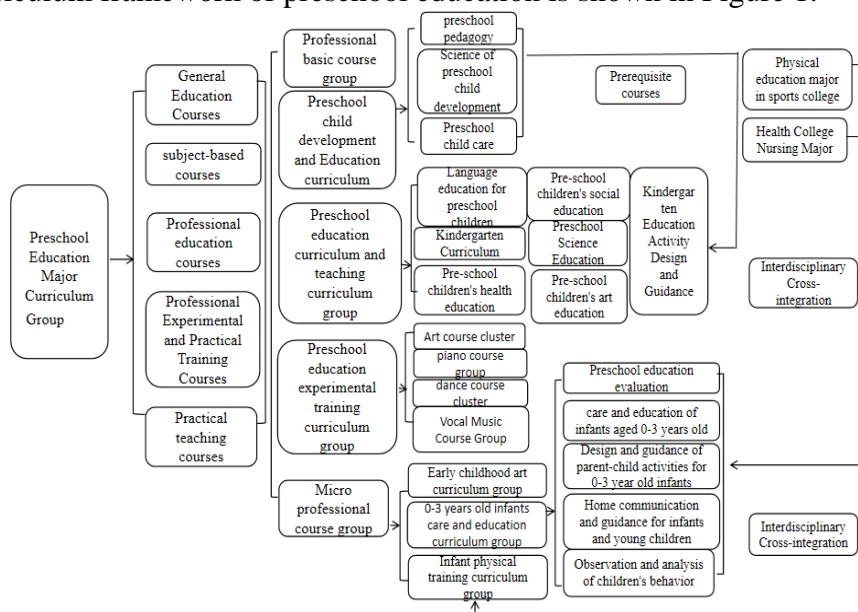


Figure 1: Framework diagram of preschool education professional courses

For example, children's physiological anatomy, human body system and medical knowledge related to the content of infant and child care module can be cross-professional and interdisciplinary cooperation with health college nursing. Professional teachers who absorb each other form the teaching team of the curriculum group, and undertake certain classes related to each other's courses. The nursing profession also needs preschool education teachers to provide professional knowledge

and cases of psychology and education for infants and young children aged 0 to 3, and both sides can enjoy each other's teacher and experimental training resources and complement each other.

There is an inherent logical relationship between course groups, but the graduation requirements and training goals are different. For example, the three preschool education courses in preschool child development and education curriculum group, preschool child development science and preschool child care are the most basic and most important advanced courses in preschool education. The three courses directly related to the basic courses of the major are Principles of pedagogy and general psychology. The main goal of this research group is to cultivate students' good moral character, noble education feelings and solid knowledge. The teaching content focuses on the physical and mental development of preschool children and the basic laws of early childhood education and teaching, as well as the scientific view of children and education. The three courses have a strict logical sequence [3]. Students need to learn preschool childcare, master the characteristics and rules of physiological development of preschool children, as well as nutritional care, disease prevention and nursing. Students also learn the occurrence and development laws of preschool children's psychological (sensory perception, memory, imagination, thinking, etc.) phenomena, and finally learn the correct ideas and principles and methods of preschool children's education and teaching.

5. Practice and Effectiveness of Curriculum Group Construction of Preschool Education Major under the Background of Normal Major Certification

5.1 Optimization and Integration of the Teaching Content of the Course Group

The focus of course group construction lies in the seamless integration and optimization of course content. The curriculum includes the consolidation and improvement of the theoretical knowledge system, as well as the consideration of the comprehensive practical teaching method for the specific needs of the curriculum group. According to the basic skills requirements of subsequent courses, the curriculum group reorganizes the course materials and determines the key teaching points of advanced courses. The curriculum group reorganizes the teaching content, integrates the recurring professional knowledge, eliminates the outdated information, absorbs the cutting-edge knowledge, strengthens the basic concepts, and reorganizes the teaching order and focus. The curriculum group reorganizes the teaching content to integrate common and recurring expertise. The course group eliminates the old knowledge, increases the frontier knowledge, strengthens the important knowledge, and reorganizes the teaching order and the knowledge point. The curriculum group makes clear the key points, difficulties and course objectives of each course to avoid unnecessary duplication of teaching content between courses. The course group coordinates the practical teaching projects of each course, realizes the rational use of practical teaching resources, and designs the practical teaching links of the whole course group reasonably from the perspective of system theory, so that the relevant courses are connected in an orderly manner.

5.2 Innovative Curriculum Group Teaching Mode and Methods

The school has a relatively complete smart classroom system and superstar "one level and three ends" learning system, teaching quality supervision and evaluation system and education professional experimental training center. For the construction of professional curriculum group, the school provides a full of mixed teaching mode, problem-driven teaching, project-based teaching, situational experiential teaching method reform. The school has realized the comprehensive "real-time perception", dynamic control and intelligent management of the teaching process. After 8 years of learning, senior professional teachers have accumulated rich experience on the learning

platform, effectively using the "learning channel" as a medium, through all the time before, during and after class, as well as the space constraints of the first, second and third classes, to meet the personalized teaching needs and students' independent learning needs. Through the collection and analysis of curriculum operation data, teachers actively adjust the teaching design, and students realize the application of preschool education related theories in problem situations, so as to achieve use, good use and skillful use, laying a solid theoretical foundation for solving complex practical problems in education. In the process of project teaching, students' innovation ability is cultivated from the whole process of determining project tasks and objectives, formulating project division of labor, organizing project research, checking and evaluating project progress, and displaying project results. The project-based experiential teaching mode emphasizes the leading role of students in the whole project implementation process, which can effectively promote the cultivation of students' teamwork ability, problem finding, problem analysis, problem solving and critical thinking [4].

5.3 Integrate the Practical Training and Teaching Resources of the Course Group

The preschool education curriculum group relies on the high-level and comprehensive education experimental training teaching center which integrates the five functions of "education and teaching, scientific research, experimental practice, school-enterprise cooperation and social service". The curriculum group explores the "five in one" all-round practical teaching system, and implements the "teaching integration" practical teaching mode in the teaching activity design module course in the five fields. The curriculum group relies on the "Practice" project to carry out professional skills discipline competitions, and build original practical teaching resources with the "colleges" and "teachers and students" of the practice base college. Through the deep integration of teaching, the course group enables industry and enterprise experts to further develop the course, integrate the cutting-edge projects and real cases of preschool education into the course teaching resources, and update the teaching content. Course groups form practical course project resources and construct project teaching or lectures, and deeply implement teaching integration, common professional course group construction, students' practical ability cultivation and practical training base construction.

5.4 Optimize the Course Group Assessment and Evaluation System

The professional curriculum group explores the "trinity", "dynamic" and "multiple" curriculum evaluation index system. Under the OBE teaching concept, the evaluation of teachers, students and employers is organically combined. The curriculum team establishes curriculum evaluation models of "online" and "offline" learning outcomes, mutual evaluation among students, individual and group self-evaluation, quantitative evaluation and qualitative evaluation, process evaluation and final evaluation. The data collected by the quantitative evaluation of the course group are mainly from the Silver network platform and the Super Star learning platform, and the evaluation model of "self-referential evaluation" as the longitudinal growth file of individuals is explored. Course achievement evaluation is the evaluation of students' learning results; it is the end of course teaching, but also the new starting point of course teaching, so that the whole teaching link constitutes a dynamic, closed-loop continuous loop improvement.

5.5 Build a High-Quality Course Teaching Team

Relying on the basic organizational structure of the virtual teaching and research section and four teaching and research sections, the major carries out course group construction to ensure the implementation and continuous improvement of course group construction practice. This major

strengthens the construction of teachers through teaching seminars, conference training, and qualification assessment of kindergartens and other institutions. Through training school teaching teachers, curriculum group leaders, young teachers, hiring front-line children, early childhood teachers and other implementation of double tutors, optimize the "double ability" teaching team structure. Every teacher in the team can do it for every course, and establish a high-quality and high-level teacher team. Through collaborative research of course teams, this major consolidates the achievements of course group construction, deeply explores the inherent laws of course construction, and focuses on curriculum reform, doubts and key issues. This major explores new models, new methods, new carriers and new mechanisms of preschool education, deepening curriculum teaching reform, training a group of teachers of "fine, broad, specialized and deep" courses, and creating "gold" courses, first-class courses and brand courses; Output outstanding achievements of teaching reform.

6. Conclusions

The curriculum of preschool education should be guided by the principle of "student-centered, output-oriented and continuous improvement", and the construction of curriculum system should be coordinated and optimized throughout the whole process of educational practice. The construction of curriculum groups should focus on general courses and professional group platform courses, implement "bottom sharing" in cross-professional exchanges, and carry out intermediate integration between courses based on the corresponding relationship between key professional abilities and courses. The extension modules of the course group are set in accordance with the integration of certification, and cross-professional selection is made between different majors. At the same time, preschool education earnestly builds a more extensive preschool education curriculum system for learning outcomes, strengthens the transformation of teaching concepts and methods, cultivates students' comprehensive ability, attaches importance to curriculum evaluation, and insists on continuous improvement. Preschool education strengthens the construction of "double-qualified" teachers, strengthens the concept of collaborative education, and maintains close contact with the practice and training base.

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