

Analysis of the Existing Problems and Countermeasures of Preschool Education Major Teaching in Colleges and University

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Keywords: Universities; Pre school education major; Teaching issues; countermeasure

Abstract: This article aims to explore in depth the existing problems in the teaching of preschool education majors in universities and propose corresponding countermeasures. Through research on teaching philosophy, curriculum design, teaching methods, and practical teaching, it has been found that the current preschool education major in universities has problems such as outdated teaching philosophy, unreasonable curriculum structure, single teaching methods, and insufficient practical teaching. In response to these issues, measures have been proposed to update teaching concepts, optimize curriculum design, innovate teaching methods, and strengthen practical teaching, in order to provide useful references for improving the teaching quality of preschool education majors in universities.

1. Introduction

Preschool education is an important component of basic education and plays a crucial role in the growth and development of children. With the increasing demand for the quality of preschool education in society, the teaching quality of preschool education majors in universities is also facing higher challenges. However, there are still some problems in the teaching of preschool education majors in current universities, which affect the quality of talent cultivation. Therefore, it is of great practical significance to conduct in-depth analysis of these issues and propose effective countermeasures.

2. Existing problems in the teaching of preschool education majors in universities

2.1 Lagging teaching philosophy

(1) The constraints of traditional educational concepts

In the current teaching of preschool education majors in universities, traditional educational concepts still occupy a certain position and have many adverse effects on teaching. The traditional teaching philosophy overly emphasizes the one-way transmission of knowledge, viewing teachers as authoritative owners and exporters of knowledge, while students are seen as passive recipients. In

this mode, the classroom often becomes a "one-man classroom" for teachers, with teachers lecturing incessantly on the podium and students silently listening and recording from the audience. For example, when teaching early childhood psychology courses, teachers may only explain theoretical knowledge chapter by chapter according to the textbook content, and rarely guide students to think about how this knowledge can be applied to practical early childhood education scenarios. Students lack opportunities for active thinking and exploration, making it difficult to cultivate independent problem-solving skills.

(2) Insufficient understanding of the characteristics of preschool education major

Some teachers lack sufficient understanding and grasp of the uniqueness and complexity of the preschool education profession. The teaching target of preschool education major is young children, who have unique laws of physical and mental development and learning characteristics. However, some teachers fail to fully consider these factors in the teaching process and fail to effectively integrate the concepts and methods of preschool education into their teaching. For example, when teaching early childhood education activity design courses, if teachers do not fully understand children's interests, cognitive levels, and developmental needs, they may design teaching activity plans that do not match the actual situation of children.

2.2 Unreasonable course design

(1) Imbalance between theoretical courses and practical courses

In the curriculum arrangement of preschool education majors in universities, theoretical courses often dominate, while the proportion of practical courses is relatively small. Theoretical courses usually cover basic disciplines such as early childhood education, psychology, and educational history, providing students with rich theoretical knowledge and enabling them to have a certain understanding of the principles, laws, and development of early childhood education. However, due to the scarcity of practical courses, there are significant shortcomings in cultivating students' practical operational abilities. For example, in the curriculum of early childhood education activity design, although students have a theoretical understanding of the principles and methods of activity design, due to a lack of sufficient practical opportunities, they may not be able to effectively translate theoretical knowledge into practical operations when designing teaching activities in kindergarten.

(2) The course content is outdated

The outdated course content is a prominent issue in the curriculum design of preschool education majors in universities. The content of some courses has not kept up with the times and cannot reflect the latest developments and needs in the field of preschool education. Some educational cases and teaching methods in textbooks still remain based on past experiences and models, and there is a significant gap with current educational practices. For example, in the curriculum of early childhood language education, the teaching cases listed in the textbooks may still be from many years ago, and there have been new breakthroughs and methods in the research of early childhood language development, such as language education strategies based on the theory of multiple intelligences. However, these new contents have not been included in the curriculum in a timely manner. For example, in the curriculum of early childhood art education, teaching methods may still focus on traditional painting and manual skills, while neglecting the emphasis on creative expression and the integration of diverse art forms in modern art education.

2.3 Single teaching method

(1) The teaching method dominates

In the teaching of preschool education majors in universities, the lecture method has been

overused and has become the main or even the only teaching method. Teachers spend a lot of time in the classroom giving one-sided knowledge explanations, imparting knowledge to students in one go. For example, when teaching the course of early childhood education history, teachers may be discussing the educational development process of various periods and the educational ideas of important figures for several consecutive classes, and students can only passively listen and record. Although this teaching method can transmit a large amount of information in a short period of time, it neglects the stimulation of students' learning interest and enthusiasm. Due to the lack of active participation and thinking among students in this process, they may only mechanically remember some knowledge points without truly understanding and applying them. Being in a passive learning state for a long time can easily make students feel bored, resistant to learning, and lack the motivation to explore knowledge in depth.

(2) Insufficient application of information technology

In today's digital age, modern information technology provides rich and diverse means and resources for teaching, but the application of these technologies in the teaching of preschool education majors in universities is not yet sufficient. Multimedia teaching tools, such as videos, animations, audio, etc., can present teaching content more vividly and help students better understand abstract concepts and complex processes, but their frequency of use is relatively low in actual teaching. For example, when explaining the theory of cognitive development in young children, if the stage characteristics of cognitive development in young children can be demonstrated through animation, it will be more intuitive and easy to understand than simple text explanation. Online teaching platforms can provide students with more self-directed learning resources and communication spaces, but many teachers do not fully utilize this platform and only use it as a channel for publishing assignments and notifications. In addition, emerging technologies such as virtual reality and augmented reality have hardly been applied in the teaching of preschool education majors, missing the opportunity to create immersive learning experiences for students.

2.4 Insufficient practical teaching

(1) Short internship duration and unreasonable arrangement

The internship time for preschool education majors in universities is generally short, which makes it difficult for students to fully and deeply understand and familiarize themselves with the actual work of preschool education. For example, some universities only arrange one or two months of internship time, during which students may have just adapted to the working environment and workflow of the kindergarten before the internship ends. This leads to their inability to fully experience and master important content such as education and teaching methods, class management skills, and communication methods with parents for children of different ages. Moreover, internship arrangements often focus on the graduation stage, which is not conducive to students' organic integration of theoretical knowledge and practice. In the process of learning theoretical knowledge, if students do not consolidate and apply it through practice in a timely manner, it is easy for their understanding of theoretical knowledge to remain superficial. Students may find that the theoretical knowledge they have learned before graduation has been forgotten or unfamiliar, making it difficult to effectively apply it to practical work.

(2) Insufficient guidance for practical teaching

In the process of practical teaching, the guidance of teachers is crucial for the growth of students. However, currently, teachers' guidance in practical teaching is often not deep and specific enough. Teachers may only provide brief introductions and requirements explanations at the beginning of the internship, and rarely engage in in-depth communication and guidance with students during the internship process. When students encounter problems during internships, teachers cannot provide

effective solutions in a timely manner. For example, students may feel confused and helpless when facing sudden emotional or behavioral problems in young children. If teachers cannot provide timely guidance on specific coping strategies and methods, students will find it difficult to accumulate effective practical experience. In addition, teachers' evaluation of students' internship performance may not be comprehensive and accurate enough, making it difficult to provide targeted suggestions for students' improvement and enhancement.

3. Analysis of Countermeasures for Existing Problems in the Teaching of Preschool Education Majors in Colleges and Universities

3.1 Transforming teaching philosophy

(1) Abandoning traditional educational concepts

Traditional educational concepts often place teachers in an absolute authoritative position, while students passively receive knowledge. However, in modern education, teachers should fully realize that students are the main body of learning. To encourage students to actively participate in the classroom, teachers can use various methods. For example, in early childhood psychology courses, teachers can design group discussion activities. Divide students into several small groups, and each group will discuss topics related to specific psychological characteristics and behavioral behaviors of young children. Group members exchange views and share experiences with each other, and jointly explore possible reasons and coping strategies. In this way, not only does it cultivate students' cooperation ability, but it also stimulates their desire for active thinking and exploration, making them no longer passive recipients of knowledge, but active participants and builders.

(2) Strengthen research on the characteristics of preschool education majors

Preschool education has unique characteristics and rules, and teachers can only carry out teaching better if they have a deep understanding. Teachers should actively participate in various seminars and professional training in the field of preschool education, constantly updating their knowledge system. For example, in daily teaching, introducing real cases of early childhood education. These cases can come from the teacher's own practical experience or collected from other excellent kindergartens. The teacher encourages students to conduct in-depth analysis of these cases, propose their own solutions, and share and discuss them in class. Through this approach, students can more intuitively experience the actual situation of preschool education, combine theoretical knowledge with practical operations, and improve their problem-solving abilities^[1].

3.2 Optimize course offerings

(1) Proportion of Balance Theory and Practice Courses

At present, theoretical courses account for a large proportion in preschool education majors, leading to insufficient practical abilities of students. In order to change this situation, the proportion of practical courses should be appropriately increased. For example, increasing the duration of early childhood education internships and dispersing internships that were originally focused on graduation into different semesters. In the first semester, a short-term internship of about a week can be arranged to allow students to have a preliminary understanding of the working environment and basic processes of the kindergarten; In the second semester, it can be extended to two weeks to allow students to participate in some simple teaching activities; As the learning progresses, the internship duration gradually increases, and the content becomes more complex and comprehensive. Through this arrangement, students can apply the theoretical knowledge they have learned to practice in a timely manner at different stages of learning, deepening their understanding and mastery of the knowledge.

(2) Update course content

In order to ensure the timeliness and practicality of course content, it is necessary to establish a comprehensive mechanism for updating course content. Schools can establish specialized curriculum review teams to regularly review and revise textbooks. At the same time, actively introduce the latest educational research results and practical experience. For example, incorporate newly introduced early childhood education policies into the curriculum in a timely manner to enable students to understand the latest developments and directions of this industry. In addition, teachers should pay attention to cutting-edge teaching methods such as game based learning and situational teaching, and integrate them into the curriculum content to enable students to master the most advanced educational concepts and methods.

3.3 Enrich teaching methods

(1) Diversified teaching methods

Excessive reliance on lecture methods can easily make the classroom dull and inhibit students' learning enthusiasm. Therefore, the frequency of using lecture methods should be reduced, and multiple teaching methods should be combined. For example, in the design of early childhood education activities, project-based learning methods are adopted. Have students complete a complete early childhood education activity design project in groups, from needs analysis, goal setting, content selection to activity implementation and evaluation, with full participation throughout the process. Through practical operation, students can gain a deeper understanding of the process and key points of activity design, and improve their practical abilities. At the same time, situational simulation methods can be introduced to create realistic early childhood education scenes, allowing students to play the role of teachers and children, conducting simulated teaching and interaction, enhancing students' adaptability and practical operation ability.

(2) Fully utilize information technology

Modern information technology provides abundant resources and means for teaching, which should be fully utilized. For example, widely using multimedia teaching methods. Play videos, animations, audios, and other materials related to the course content in the classroom to make abstract knowledge more intuitive and vivid. Teachers should use online teaching platforms to provide students with rich learning resources, such as electronic textbooks, teaching videos, practice questions, etc. Students can choose their own learning content and time according to their own learning progress and needs. In addition, virtual laboratory and other technologies can be utilized to enable students to conduct simulated experiments and operations in a virtual environment, thereby improving their practical skills^[2].

3.4 Strengthen practical teaching

(1) Reasonably arrange internship time

The arrangement of internship time should be more scientific and reasonable, promoting the organic combination of theory and practice. For example, spreading internships across different semesters. Short term internships are arranged every semester to allow students to experience teaching and management work in kindergartens for different age groups in different semesters. In this way, students can continuously accumulate practical experience during the learning process and gradually improve their professional abilities. Before graduation, the school arranges a comprehensive internship for a long period of time, allowing students to fully participate in various aspects of kindergarten work, integrate and apply the theoretical knowledge and practical skills they have learned before, and prepare them well for entering the job market smoothly after graduation.

(2) Strengthen practical teaching guidance

Teacher guidance is crucial during the internship process. Teachers should regularly communicate with students to understand their situation and problems encountered during internships. You can maintain close contact with students through phone, email, online communication platforms, and other means. For the problems encountered by students during internships, teachers should provide specific and targeted guidance and suggestions^[3]. For example, when students encounter difficulties in organizing activities for young children, teachers can help analyze the reasons and propose improvement methods and strategies. In addition, the school has established an internship mentor system and provide each student with a dedicated internship mentor. Internship supervisors should have rich practical experience and professional knowledge, and be able to provide comprehensive support and assistance to students throughout the process, from the formulation of internship plans to the writing of internship summaries.

4. Conclusion

In summary, the problems existing in the teaching of preschool education majors in universities need to be highly valued. By updating teaching concepts, optimizing curriculum design, innovating teaching methods, and strengthening practical teaching, we can effectively improve the quality of teaching and cultivate high-quality preschool education professionals who meet the needs of society. At the same time, universities should continuously strengthen the construction of their teaching staff, improve their professional competence and teaching level, and make greater contributions to the development of preschool education. In the future, we need to continue to pay attention to the development trends in the field of preschool education, constantly explore and improve teaching models to adapt to the development of the times and the needs of society.

Acknowledgements

Project name: A study on the cultivation of Tibetan college students' ability to tell Tibetan chapters of Chinese stories well in English;

Item category: Tibet University university-level cultivation fund project;

Item number: ZDCZJH21-11.

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