

Practical Research on Influence of Children's Literature on Improving the Humanistic Quality of Preschool Teachers

Wu Dan, Zhang Xiaoman*

Hubei Three Gorges Polytechnic, China, 443000

*Corresponding author

Keywords: Children's Literature; Preschool Teachers; Humanistic Quality; Practice

Abstract: For early childhood education, it requires teachers to have professional comprehensive quality. Therefore, in the process of cultivating the humanistic quality of preschool teachers, it is necessary to accumulate knowledge and experience with the help of relevant children's literature. With the continuous and in-depth development of early childhood education, preschool teachers often need to carry out targeted education according to the physical and mental development characteristics of children. Children's literature is based on children's age, intelligence and interests, preschool teachers can deepen the understanding of children through children's literature to better carry out early childhood education. The following of the paper herein will be a study on the practice of children's literature, hoping to improve the humanistic quality of preschool teachers along with the quality of their follow-up education.

1. Introduction

With the continuous development of material civilization in contemporary society, the construction of spiritual civilization is more emphasized in the education industry. In the process of cultivating the humanistic quality of preschool teachers, preschool teachers can better teach according to the characteristics of children's interests through a large number of children's literature reading. In addition, children's literature also contains some constructive suggestion on scientific exploration, which can help them better stimulate children's imagination and creativity and promote their physical and mental health development by applying the experience to the actual teaching process. Preschool teachers, as the main part of kindergarten teaching, need to constantly improve their humanistic qualities and infiltrate them into the practice of early childhood education to improve the quality of education.

2. An Effective Way to Cultivate Children's Literature and Humanistic Spirit

2.1 Enhance the Spirit of Scientific Exploration

When carrying out early childhood education, preschool teachers not only need to repeat the guidance of children's behavior, but also give full play to their scientific exploration spirit and constantly innovate teaching methods and methods to better improve the quality of early childhood teaching. In the current situation, it is necessary to innovate the atmosphere of early childhood education. Preschool teachers should make clear their responsibilities, cultivate the spirit of scientific exploration and make it a part of the humanistic spirit. Fun is the nature of children, so how to fully realize the art of playing is one of the important issues for preschool teachers to think about. In the current social development, more and more scientific spirit is advocated. As preschool teachers, they need to constantly learn experience from children's literature, cultivate their own humanistic spirit and fully embody the scientific spirit in early childhood education. They should break through the restrictions of self-conceited, better innovate and explore the teaching methods of

children to achieve high-quality early childhood teaching.

2.2 To Improve the Discrimination of Theoretical Knowledge of Children's Works

When carrying out the theoretical knowledge teaching of children's works, the kindergarten teachers should be good at discovering the shortcomings of children's literary works and should not think that the contents written in children's literature are accurate. In fact, the compilation of children's literature often has systematic characteristics and there is often uncontrollability in the selection and compilation of the content. Therefore, when learning literary works, preschool teachers should improve the discrimination of the theoretical knowledge of children's works, dare to criticize and question the content of the textbook and put forward their own views. For example, for the ambiguous concept of the textbook, it should be timely pointed out based on their own experience. At the same time, it is also necessary to explain according to children's understanding ability in order to improve children's understanding efficiency. Secondly, the description of many things in the textbook is in the stage of generalizing without using examples to make specific analysis. Moreover, it is easy to confuse similar concepts in textbooks. For example, there are huge differences in understanding children, respecting children and caring for children. Understanding children means that teacher should respect students' personalized differences to give understanding and care. In the process of caring for students, preschool teachers are required to adopt a reasonable way to care for students rather than excessively conforming to the personality of students for love, which will not only deviate from the direction of education, but also be not conducive to the formation of children's correct outlook on life. The following figure is the correlation diagram of children's literature types, as shown in Figure 1

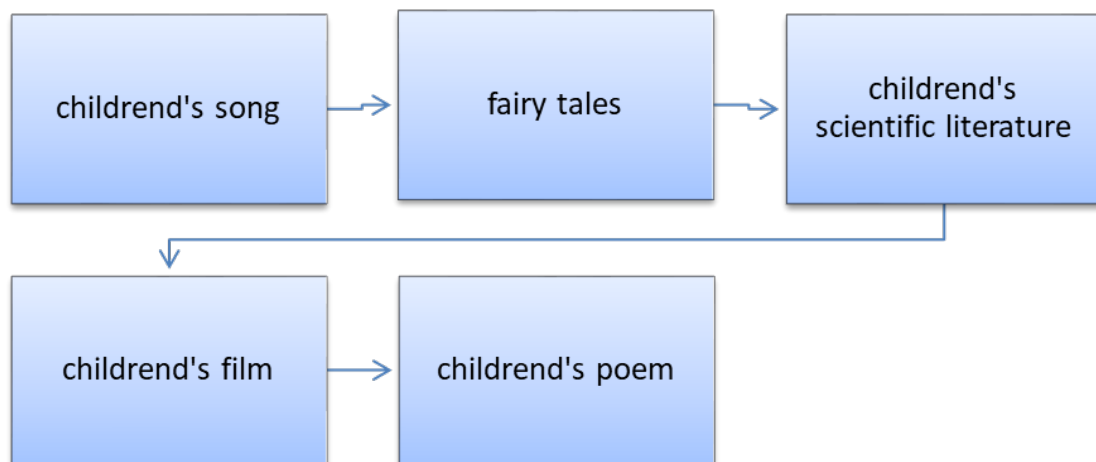


Figure 1. The type of children's literature

2.3 Improve Children's Appreciation and Understanding of Works

In the study of children's works, it is important to fully improve the appreciation and understanding of children's works and absorb the essence. When reading literary works, preschool teachers should give full play to the spirit of criticism and appreciation to better select representative works of children's literature as an important basis to improve the humanistic quality of preschool teachers. Excellent works are often not easily understood through direct reference,

which requires more discrimination of their content. Teachers can improve themselves by the appreciation and understanding of the connotation of literary works excavation to realize the spiritual enrichment. Secondly, preschool teachers should make full use of literary works to make bold teaching innovations and improve the quality of classroom teaching. For example, preschool teachers can make reasonable modifications to the content of songs in literary works for children so that children can better understand what is sung. At the same time, through the changing of rhyme, read catchy, they can be more convenient for children to remember. In the cultivation of humanistic quality, preschool teachers should give full play to their questioning and critical spirit, and better stimulate students' learning desire through content modification to improve their appreciation and understanding of children's literature. The following figure is a schematic diagram of the cultivation process of humanistic literacy, as shown in Figure 2.

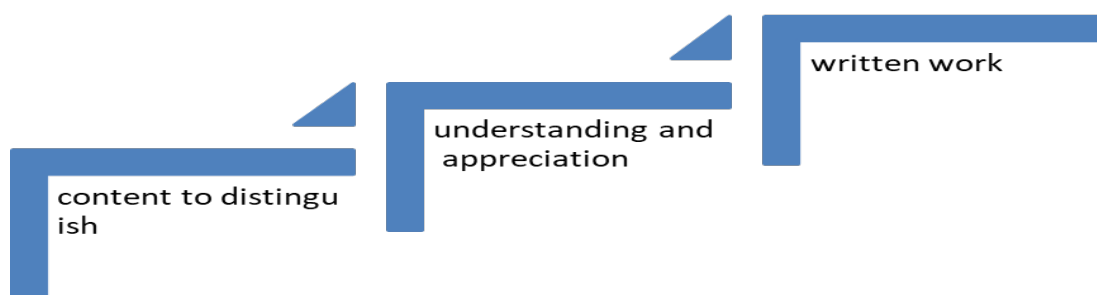


Figure 2. The humanities optimization processes

2.4 Optimize the Composition and Content of Children's Works

Under the guidance of children's literature study and appreciation, preschool teachers should also absorb the essence of relevant knowledge and constantly optimize the compilation structure and content of children's works. In order to better enable children's literary works to meet the development needs of the new era, preschool teachers should inspire children to create bold literature, thus better reflect their physical and mental development characteristics. In the creation process of children's literary works, students should be encouraged to innovate and create instead of imitating and writing according to the children's works they have read, which will hardly reflect the characteristics of contemporary children's personality development. In the process of children's creation, preschool teachers should give affirmation and encouragement so that children can maintain confidence in creation to create novel literary content. At the same time, preschool teachers should guide students to integrate their own feelings into the process of literary creation so that students can write some new works to improve the emotional connotation of literary works. Moreover, teachers can let children have presentation and then give corresponding rewards to better arouse the enthusiasm of children's creation. Finally, strengthening the cooperation between students and their partners in the presentation process can better complete the presentation task and improve the children's literary expression ability. Preschool teachers should adopt a reasonable way to comment on the structure and content of children's works and give suggestion for revision to better improve the quality literary works.

3. Conclusion

In a word, teaching and educating people is the primary responsibility of preschool teachers. In this process, rich humanistic qualities can be more conducive to preschool teachers to seize students' interests and characteristics for targeted education, which has a great influence on the improvement of children's learning enthusiasm. Children's literature is a kind of book that records the physical and mental development characteristics of children. Preschool teachers need to read a lot of children's literature to better enhance their knowledge reserve and humanistic quality for better understanding children's interests and hobbies. In the current situation of rapid development of material civilization, teachers need to improve their humanistic quality through a large number of books to better improve the actual effect of education.

Acknowledgment

The School-level projects of Hubei Three Gorges Polytechnic(2019SK02): The Practical Study on the Improvement of Kindergarten Teachers 'Humanities Literacy in Children's Literature.

References

- [1]Sun Yuqin. Children's literature and the cultivation of humanistic quality of preschool teachers [J]. Guide to Science and Education (second half),2018(07):76-77.
- [2]Zhao Fangyuan. Research on the current situation and improvement strategy of Chinese teaching in preschool teachers based on the improvement of vocational ability [D]. Northwest Normal University,2016(17):136-137.
- [3]Chu Yingying. Teaching research on children's literature teaching under the theory of unity [J]. Literature education (I),2018(03):123-127.