

## Classroom Teaching Reform of Preschool Education Centered on the Integration of Teaching and Practice

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**Abstract:** Practice-Oriented Pre-School Education Curriculum Teaching is Essentially the Curriculum Teaching Practice Oriented to Kindergarten Education. for the Curriculum Teaching Practice of Kindergarten Education, “Doing” is Defined as the Practice Operation and Innovation for Pre-School Education. the Teaching Concept of “Integration of Teaching and Practice” is Taken as the Core to Locate the Teaching Content and Teaching Objectives. Preschool Teachers Should Make Full Use of the Current Advanced Educational Technology to Make It an Effective Means to Optimize the Teaching Content and Improve the Knowledge Content. This Paper Makes a Preliminary Exploration on the Teaching Reform of the Course of Integrating Teaching with Practice. from the Practical Skill Requirements of Post Professional Ability, the Content and Method of Students' Learning Are Designed, and the Content and Method of Teachers' Teaching Are Derived from the Content and Method of Students' Learning. We Should Emphasize the Mastery of Skills, But the Commonness between Them Lies in the Cultivation of Students' Teaching and Research Ability and the Promotion of Students' Moral Quality and Innovation Spirit through the Learning of Courses.

### 1. Introduction

“Integration of Teaching and Practice” Refers to Teaching Methods to Self-Study; Learning Comes from Doing. Any Educational Activity is a Process of “Integration of Teaching and Practice”, Which is Simply to Apply What You Learn. Preschool Education Not Only Lays the Foundation for Children's Lifelong Development, But Also Makes Basic Contributions to Children's Social Development [1]. Teachers Can Also Reform Some New Teaching Modes According to the Concept of “Integration of Teaching and Practice”, Thus Greatly Improving the Efficiency and Quality of Preschool Teachers' Classroom Teaching. the Demand for Preschool Teachers in Modern Society Emphasizes Comprehensiveness, Which Not Only Requires Kindergarten Teachers to Be Good At Singing and Dancing, But Also Needs to Be Organically Connected with the Needs of Modern Society. This Puts Forward the Reform Request to the Preschool Education Specialized Classroom Teaching [2]. the Materials That Need to Be Learned and Comprehended First Are the Most Important Ones in the Educational Reform. Only in This Way Can We Really Learn, Understand and Gain Something, and Can We Really Innovate in the Current Educational Practice. Society is School, Which Refers to the Space-Time Scope of Education. Integration of Teaching and Practice Refers to the Methods and Theories of Education, Which Are Interrelated Dialectical Unity [3]. It Advocates Taking Real Life as the Center, and Points out That Education Must Be Closely Connected with Life, and That the Content and Methods of Teaching Should Be Oriented to Life and Society, to Achieve the Teaching Goal of “Learning for the Best”. “Teaching Methods, Learning Methods, and Practices Should Be Unified” is the Teaching Idea of “Integration of Teaching and Practice” [4]. There Are Many Dilemmas That Are Difficult to Solve in Terms of Course Teaching Goals and Course Teaching Effectiveness, Which Need to Be Solved with the Help of Practice-Oriented Course Construction Ideas and Practice-Oriented Talent Training Design [5].

As Part of the Construction of the Professional Cultural Characteristics of “Knowledge in

Action”, Teachers Have Reformed the Classroom Teaching of Preschool Teachers with “Integration of Teaching and Practice” Methodology as the Core Teaching Concept [6]. Teachers and Teachers Not Only Teach Children Professional Knowledge in Classroom Teaching, But Also Make Children's Professional Skills Develop in the Process of Students' Doing, Which Has Played a Great Role in Promoting the Process of Teacher Reform in Preschool Education Curriculum [7]. According to the Relationship between Students and Teachers, to Be a Teacher is to Learn. Teachers Teach by Doing is to Teach. Students Learn by Being Teachers, Which is Practical. “Visible, Teaching to Do the Three Are Organic Teachers Unified. from the Perspective of Teaching Objectives, to “Learn by Doing” is a Teacher's “Practical Learning”, Which is in Line with the Current Emphasis on “Work-Study Combination” in Higher Vocational Education and “the Main Task of Teachers is to Train High-Skilled Specialized Personnel and Teachers in the Front Line of Production, Construction, Service and Management”. At the Teacher Stage of Preschool Education, Doing is an Important Way to Understand New Knowledge and Acquire New Ideas [8]. the Teacher Brings the Students to Practice in the Kindergarten to See What Kindergarten Children Are Doing and What They Need. Then he Brings the Teacher Back to the University Classroom with Questions and Confusion, and Studies through Reflection, Reflection, and Summary. This is the Integration of Early Childhood Education of Teaching and Practice. Teachers' Innovative Reforms, with a View to Fostering a Higher Level of Preschool Teacher Funding Teachers [9]. These Kindergarten Teacher Resources Will Provide a Strong Guarantee for Teacher Talents for the Further Development of the Cause of Early Childhood Education in China, and is the Fundamental Backing to Improve the Quality of Early Childhood Education in China. Therefore, This Article Conducts Research on the Classroom Teaching Reform of Preschool Education with Integration of Teaching and Practice as the Core [10].

## **2. Goal Setting for Practical Courses Based on “Integration of Teaching and Practice”**

### **2.1 On the Basis of Doing, Determine the Teaching Goal of the Course**

Preschool education should lead the reform of classroom teaching with the idea of lifelong learning. Preschool education teachers should firmly serve the society. In the current fierce market competition, many new changes are taking place in the school running mode of preschool education. Teachers can position the teaching goal as to enable students to understand the teaching content and cultivate the ability of design and practical operation of all kinds of educational environment in kindergartens through the design, practice and mutual evaluation of teachers and students. In the process of “integration of teaching and practice”, we should give full play to their enthusiasm and creativity. The truth is that as long as we think about people's life carefully, it's not difficult to understand that the knowledge of various subjects or categories that students learn in school, in the final analysis, is not for the application of it. According to the particularity of preschool education major, teaching should be closely combined with the actual situation of kindergarten. It should be taught, studied and done in kindergarten. Teachers should also accumulate rich practical cases, collect multimedia materials and typical real situation problems, present authentic cases to inspire students to think and deepen students' understanding of the courses taught.

### **2.2 Take as the Guidance, Choose the Course Teaching Content**

As teachers of pre-school education major in colleges and universities, we should introduce problem-based teaching method, case study method and inquiry learning method into the classroom so that students' learning process becomes a process of continuous questioning, reflection and solution, and we should expand the teaching space. Connect the “textbook” with real life and guide students in the “real life” living textbook. Taking “kindergarten education environment creation” as an example, from the beginning of teaching, students can be directly given the task of environment creation such as simulating theme walls, district corners and living areas, requiring them to carry out learning activities centering on completing the task of environment creation. Preschool education teachers can help children learn a lot of knowledge as long as they actively respond to the

teaching philosophy of “teaching by doing, learning by doing, and seeking progress by doing”, which plays an important role in children's later development. The system of “teachers' teaching and students' learning” is closely linked through “doing”, and teaching and learning are a unified teaching whole. From the perspective of teaching methods, “teaching methods, learning methods and practices should be integrated. Actively adapt to the society's demand for talents for preschool teachers, revise and further improve the preschool education professional curriculum teaching plan, strive to develop a new preschool education professional curriculum, update the teaching content, especially to improve the quality of preschool education classroom teaching. It should also prepare sufficient teaching resources to lay a good foundation for classroom teaching activities. Generally speaking, the development of the theme teaching mode requires professional teachers and sufficient resources.

The preschool education major trains qualified front-line teachers in kindergartens. They are the implementers of the new curriculum concept of preschool education. Before carrying out exploration-themed teaching activities, you should also select high-level teachers to ensure the smooth development of the exploration-themed teaching mode. Reforming the teaching methods and organizational methods of preschool education courses, emphasizing the adjustment of teaching plans and the reform of curriculum teaching models, etc., make preschool education classroom teaching more practical. As a teacher, you should step off the podium and participate in the discussion of students, create a relaxed and democratic classroom atmosphere for students, and provide a platform for students to speak, ask, create, and develop critical thinking. Teachers' ontological knowledge cannot be directly transferred to students. The purpose of student learning is not “knowledge-based” but “capability-based”. Emphasize “reform teaching methods and means, integrate 'teaching, learning, doing' as one, and strengthen the cultivation of students' ability.” It is clear that “teaching and doing” is an important teaching mode in higher vocational education. The core point is to emphasize that through the students' close knowledge and practice, the teaching process conforms to the law of people's understanding, and at the same time admit that the teaching process is subject to specific restrictions, which is sometimes different from the understanding process. Preschool education teachers want to better promote their own teaching quality, they must promote learning by doing, learning by doing, and learning by doing in classroom teaching, which can get rid of the teaching dilemma of practical courses and is of great significance to teachers.

### **3. Exploration of Thematic Experimental Classroom Teaching Mode with “Integration of Teaching and Practice”**

#### **3.1 Highlighting the Hierarchy of Classroom Teaching for Preschool Education Majors**

The training goal of normal education should be applied talents suitable for the needs of today's social development. Only the normal education planned for the future of children and the nation can be loved by us. Preschool education teachers' teaching attitude is not correct enough, which has a negative impact on students, and students' self-development planning is greatly restricted. Therefore, preschool education teachers should change their teaching concepts as soon as possible and seriously study the implementation requirements of the national preschool education curriculum. The teaching goal of the course plays a very important guiding role. For this reason, before carrying out classroom teaching, teachers must fully integrate the “Integration of teaching and Practice” concept to create reasonable teaching goals. Under the mode of cultivating application-oriented talents, a set of distinctive preschool education classroom teaching systems should be established in accordance with the professional development of preschool education. Encourage students to participate in competitions and exhibitions related to preschool education career requirements to improve their comprehensive practical ability. For example, by organizing preschool teacher teaching skills competitions and speech competitions to improve students' teaching ability. The relationship between teachers and students: the relationship between theory and practice; the relationship between labor and effort and the relationship between teaching content and teaching methods, if we can use this theory well in the practice of education and teaching.

### **3.2 Perfecting the Evaluation Method of Classroom Teaching for Preschool Education Majors**

Organize students to enter kindergartens, observe one-day activities in kindergartens and observe how kindergarten teachers with rich teaching experience conduct classroom teaching, so that students' theoretical and practical levels can be improved at different levels. In fact, the classroom teaching of pre-school education is a dynamic development process. Teachers of pre-school education should carefully analyze students' learning attitude and thinking mode, find out the problems and causes that lead to poor classroom performance of students, and give teachers proper guidance and training methods. Objectives are the subject of learning, emphasizing the foundation of practice, so that the three are unified; in accordance with the needs of understanding and solving the problem, attach importance to the book's big tools, while using other necessary and possible tools. The teaching is true teaching. If “doing” and learning are placed on an equal footing, let students learn while doing and promote learning around the “doing” problem, so that learning becomes the dependence and habit of “doing”, and “doing” becomes learning. Motivation and inevitability can effectively get rid of the teaching predicament of practical and operational courses and achieve the simultaneous development of professional knowledge and professional skills. Appreciation of children's works began, the early learning to make lecture records, observe children's artistic behavior performance, analyze children's art works; mid-term preschool children's art field lectures and on-site teaching; later teaching reflection, participation in teaching seminars, etc.

During the probation period, teachers in the training base are organized to offer observation classes, trainee reporting classes for trainees, and activities such as selection of high-quality trainee classes and selection of excellent instructors are carried out. The course teaching system is composed of “doing” as the guiding choice of course teaching content, teaching, learning, teaching media and many other teaching elements, so as to realize the established course teaching objectives. In order to improve the atmosphere and quality of pre-school teachers' classroom teaching, it is necessary to choose the learning content that children are familiar with and within the range that children can accept when choosing the teaching content of the course guided by “doing”. Combine classroom exercises with homework to form a comprehensive evaluation system, further deepen the reform of teaching evaluation methods, and make the evaluation methods of preschool education classroom teaching effect more flexible and effective. The classroom evaluation of pre-school education should be moved to kindergarten teaching to see how much the students have really learned and how much they have used. Through the forms of subject assessment, exhibition of works, report and performance, the evaluation of teachers in the classroom should be combined with the evaluation of kindergarten teachers to improve the students' comprehensive quality and ability. When demonstrating results, not only within the group, but also between groups. In addition, in the evaluation, we must combine students' self-evaluation, mutual evaluation, and teacher evaluation, so that we can objectively reflect the student's task completion status. Through evaluation, it can better stimulate students' initiative and enthusiasm for learning, change students' self-negative ideas, change students' self-confidence, and have the courage to cultivate students' positive mental quality and ability to innovate.

### **4. Conclusion**

Using the core concept of “integration of teaching and practice”, we can explore a thematic experimental classroom teaching mode and want to give full play to the advantages of this classroom teaching mode. To promote the development level of pre-school education major students, teaching evaluation should not only pay attention to the past of student development, but also pay attention to the future of student development. Optimizing classroom design, accurately positioning teaching objectives, and constructing classroom teaching system are beneficial attempts to realize preschool education and ultimately promote the development of preschool education in our country. To completely change students' and teachers' view of classroom evaluation, we should not only attach importance to the evaluation of goal orientation, but also attach importance to the

evaluation of process and subject orientation. We should not only evaluate the cumulative results of teaching, but also emphasize the evaluation of students' participation, attitude and innovative consciousness in the teaching process. Realizing the novelty of classroom teaching forms will also help to better highlight the key points and difficulties of teaching, and provide students with a more visual and intuitive teaching environment, which will lead to reform of classroom teaching in preschool education. Strengthen its connection with real social life, create an atmosphere and opportunities for students in the kindergarten, and promote them to improve their theory in practical training and learn and grow in practical training. Further improve the comprehensive practical ability of students in education and teaching so that they can obtain better professional growth.

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