

Construction of Practice Teaching System for Preschool Education Major in Colleges and Universities

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Abstract: In actual teaching, pre-school education in colleges and universities generally emphasizes theory and light practice, not paying enough attention to extra-curricular practice education, which seriously affects the quality of preschool education professionals. This article first conducted a questionnaire survey on the practice teaching of preschool education majors in our school, and analyzed some problems in current practice teaching. On this basis, the construction ideas of the practice teaching system for preschool education majors are put forward, hoping to improve the quality of practice teaching for school preschool education majors.

1. Introduction

"Kindergarten Teacher Professional Standards" clearly states that kindergarten teachers must have professional knowledge and skills, and the acquisition of knowledge and skills needs to be achieved through practical activities. China's colleges and universities have long been affected by traditional education and teaching concepts and positioning, and have not paid enough attention to the cultivation of students' practical ability, which has led to the lack of practical ability of preschool students. "Several Opinions of the CPC Central Committee and the State Council on Deepening the Reform and Standardization of Preschool Education" emphasizes the practical ability of kindergarten teachers and the practical experience of preschool education students. Therefore, colleges and universities should take the practice teaching reform of preschool education as an important task.

2. Investigation and Analysis of the Status Quo of Practice Teaching of Preschool Education Major in Colleges and Universities

In this study, students and teachers of preschool education majors in our school were investigated. Among them, a questionnaire was distributed to 120 students, and the questionnaire recovery rate was 90%. At the same time, three teachers of this major were interviewed. With the consent of the interviewees, they were recorded by means of recording. The basic situation of the interviewees is shown in Table 1. At the same time, we collected the pre-school education talent training plan, syllabus and other documents of our school, and compared them with the education documents issued by the Ministry of Education and the local government.

Table 1 Basic information of the interviewees

Teacher	Gender	Teaching age	Professional title
Teacher1	female	8	lecturer
Teacher2	male	10	lecturer
Teacher3	female	13	professor

The survey shows that nearly 50% of the students think that the school's professional practice teaching is helpful to the professional practice ability of kindergarten teachers. . From this result, it can be seen that the school's preschool education undergraduate professional practice goal also develops the professional practice ability of students 'kindergarten teachers, which neglects the students' other aspects of practical ability development to a certain extent.

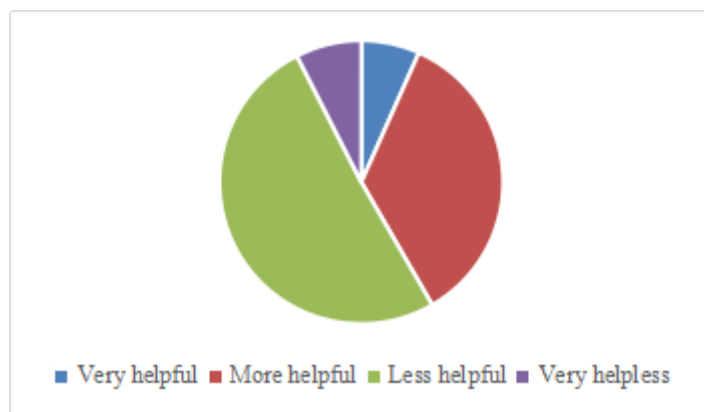


Figure 1 The effect of professional practice teaching on the professional practice ability of kindergarten teachers who are about to start or are new

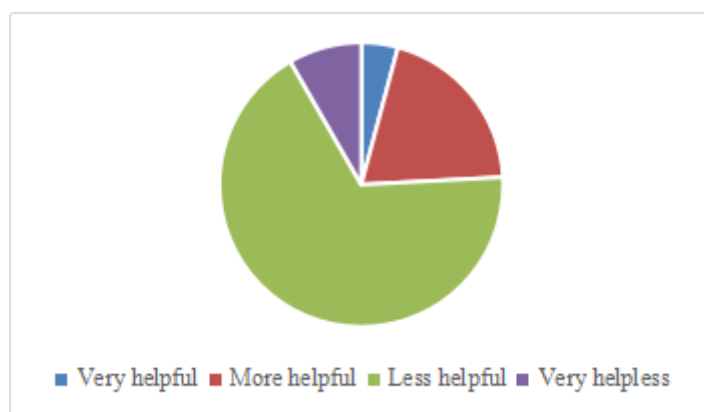


Figure 2 The effect of professional practice teaching on obtaining a professional certificate

According to this survey, it is known that undergraduate professional practice in preschool education pays more attention to students' internships and professional skills training. Among them, the internship content is mainly kindergarten childcare internships and life game trainees, and assists teachers in the park to organize and guide children's game activities. In the survey, the vast majority of students believed that during the kindergarten internship process, they had less opportunities to organize and implement practical activities, as shown in Figure 3.

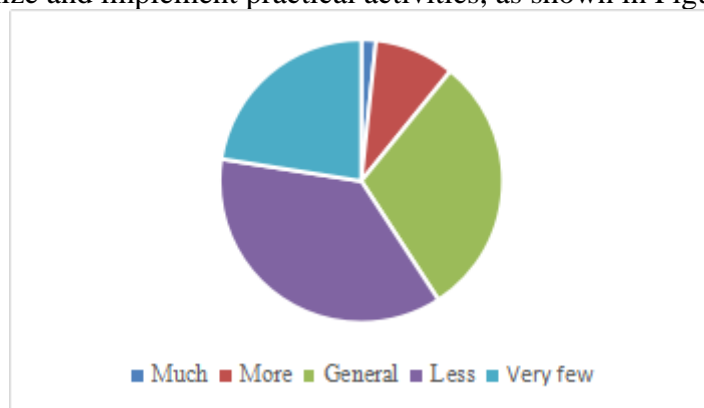


Figure 3 Opportunities for organizing and implementing activities during the internship

In addition, through questionnaire surveys and interviews with teachers, it is learned that teachers often attach importance to theoretical teaching when teaching, it is difficult to provide practical guidance for students in practical activities, and the practical activities carried out in schools are not targeted. In terms of practical teaching evaluation, the method of teaching evaluation is relatively simple, and the lack of assessment of the practical teaching process is still based on the final exam results of students.

3. Construction of Practical Teaching System for Preschool Education Major in Colleges and Universities

First, clarify the practical teaching goals of preschool education. The target of preschool education practice teaching should first be matched with the preschool education industry talent target, and the practice teaching goal should be determined according to relevant national documents and industry requirements for kindergarten teachers^[1-2]. The establishment of practical teaching goals should be decomposed layer by layer. From a horizontal perspective, schools should determine the practical teaching syllabus according to the core curriculum of the major, and make clear stipulations on the goals and processes of practical teaching in the syllabus, especially for the student on-the-job training. The practical activities are clearly defined in the document. From a vertical perspective, schools should determine the target of professional practice teaching every semester based on the training goals of preschool education professionals, decompose the teaching goals into knowledge goals, ability goals, and quality goals, and use the teaching goals as a guide to achieve a spiraling increase in students' professional practice abilities .

Second, optimize the practice content of preschool education. In terms of practice teaching outside the school, schools should arrange practice teachers to teach students to organize kindergartens to study, and at the same time, actively contact the students' internship units, so that the garden party can give students more participation in the practice activities organized by the activities^[3]. In terms of practice in schools, schools should design different teaching content based on the practical ability and teaching needs of students in different grades. The professional practice of junior students is mainly based on basic practical activities, that is, the practice of artistic skills such as normal student skills practice, children's game design, and children's dance creation. For senior students' professional practice content and professional internships, subject competitions, vocational skills competitions, etc., the practice content of the school is progressively layered, from general to innovative, and practical teaching runs through the entire college career of preschool education students.

Third, strengthen the training of professional teachers' practical ability. Colleges and universities should attach great importance to the cultivation of preschool education teachers' practical ability, especially the training of young teachers. Every semester, teachers are organized to go to cooperative kindergartens to listen to preschool teacher lectures, participate in the design of children's activities, and continuously accumulate practical experience. It also helps teachers update professional theories in a timely manner Knowledge to better pass professional theories and skills to students^[4]. In addition, schools can invite kindergarten teachers, principals, and early childhood education experts to come to the school to guide the implementation of practical teaching activities, cooperate with school teachers to cultivate talents, and further enrich the preschool education professional teacher team.

Fourth, establish a diverse evaluation mechanism. In order to ensure the effectiveness of practice teaching in preschool education, schools should improve the practice teaching evaluation mechanism. First, schools should attach importance to the diversity of evaluation subjects. When evaluating the effect of practical teaching, schools should also use the evaluation of kindergarten teachers and student self-evaluation and mutual evaluation as the basis for teaching evaluation. Secondly, teachers should also strengthen process evaluation, based on the performance, ability, creative consciousness, activity organization, etc. of students during kindergarten probation, and implement a process-based and final evaluation method.

4. Conclusion

College preschool education majors have certain requirements for students' practical ability. In order for preschool major students to better work, colleges and universities need to pay more attention to the practice teaching of preschool majors. Aiming at the problems found in this survey and research, this article puts forward corresponding opinions from the four aspects of practical teaching goals, teaching content, training of teaching teams, and reform of evaluation methods.

Comprehensive reform of practical teaching in education.

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