

# The Strategy of Reconstructing the Curriculum System of Preschool Education Based on Professional Certification

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**Abstract:** the professional certification of preschool education is the standard of preschool teaching, which can guarantee the quality of teaching and clarify the direction of teaching, and it is an important measure to guide the correct teaching methods. Therefore, in the process of setting up the curriculum system of preschool education, we should always follow the professional certification standards, start from the requirements of professional certification, and set up the correct curriculum system, so as to cultivate students' corresponding abilities. At present, the curriculum of preschool education in some colleges and universities is too arbitrary, which deviates from the professional certification standards. This paper describes the certification standards of preschool education, analyzes the existing problems, and puts forward corresponding measures to improve the quality of teaching.

## 1. Introduction

Based on the professional certification, the construction of preschool education curriculum system should start from the certification standard, which is conducive to standardize teaching behavior, improve teaching quality and ensure a good teaching environment. Any behavior needs to have a norm and standard to carry on the request, thus can carry on the revision unceasingly, forms a perfect system. The same is true of preschool education, which needs to be regulated by relevant regulations. In October 2017, China issued the measures for the implementation of normal major certification in general colleges and universities (Provisional). Through the promulgation of the regulations, the development direction of preschool education has been clarified, which provides a reference for preschool education curriculum, so as to help schools to clarify the development direction of education, urge their own behavior, and improve the quality of teaching. It is a new breakthrough in the field of preschool education, which has changed the original predicament of preschool education and provided a good growth environment for students.

## 2. Certification Standards and Curriculum System Requirements of Preschool Education

The certification standard of preschool education major (First Edition) is the most basic requirement of the state for running preschool education major. It is mainly formulated according to the national education laws and regulations, professional standards of kindergarten teachers, curriculum standards of teacher education and relevant standards of professional teaching. It is applicable to the pre-school education major of this and junior college for the training of kindergarten teachers in ordinary colleges and universities. It mainly includes four aspects, curriculum and teaching, cooperation and practice, teaching staff, support conditions, through the above four points to standardize preschool education. The certification standard for preschool education major (Second Edition) is the national requirements for the teaching quality of preschool education major, which is consistent with the scope of application and the first edition. It mainly monitors the teaching by clarifying the training objectives, graduation requirements, curriculum and teaching, cooperation and practice, teaching staff, supporting conditions, quality assurance and student development. It can be found that the first edition and the second edition are compared. We

should pay more attention to the development of students. The certification standard for Preschool Education (the Third Edition) is a national excellent requirement for the teaching quality of preschool education major. It is mainly formulated according to the opinions of the Ministry of education on the implementation of the training plan for excellent teachers. The scope of use is consistent with the first and second editions, mainly through the training objectives, graduation requirements, curriculum and teaching, cooperation and practice, teaching staff, support conditions. Quality assurance and student development require teaching quality. The gap between the third edition and the second edition requires the excellence of teaching quality.

Specific to the requirements of curriculum system, it can also be said to be curriculum and teaching requirements. The requirements of the first edition for curriculum and teaching are comparative basis, including teacher education curriculum credits, humanities, society and scientific literacy curriculum (accounting for more than 10% of the total credits), and relevant courses supporting kindergarten education in various fields (accounting for more than 20% of the total credits). Therefore, it can be found that the requirements of the first edition for curriculum are relatively basic and practical. The second edition requires the curriculum to meet the kindergarten teachers' professional standards, teachers' education curriculum standards, as well as professional teaching related standards, and to meet the requirements of students' graduation. It is required that the curriculum content should also reflect the professional, basic, scientific, comprehensive and practical nature of preschool education. It can be seen that the second edition requires higher applicability and attaches more importance to the cultivation of students' ability. Compared with the second edition, the third edition mainly added the tracking of pre-school education, improved reform innovation, enriched curriculum content, and established diversified teaching classes. In this process, more attention was paid to the cultivation of students' comprehensive ability, and with the development of the society, the students' innovation awareness was strengthened. To sum up, based on the professional certification standards, the curriculum of preschool education should be set out from the students, in order to meet the social needs as the direction, to carry out excellent teaching and cultivate students' innovation and development ability.

### **3. Problems in the Curriculum of Preschool Education**

#### **3.1 Curriculum Deviates from Professional Certification Standards**

The curriculum of pre-school education is too traditional. It is not enough for the ability training of professional students. At present, it only stays in the first stage, teaching students basic knowledge. However, there are few teaching courses for students' application ability of basic knowledge, which makes the course content too single and deviates from the direction of professional certification standard. In addition, the school's main understanding of pre-school education professional certification is still at the assessment level, lacking the awareness of subjective change, just to meet the educational needs, so it has to implement according to the professional certification standards, which makes the implementation content present a bad state, does not play a substantive role, and even will break away from the needs of professional certification standards, making the pre-school education professional learning. There is no improvement in birth ability.

#### **3.2 Less Integration of Curriculum Values**

From the first edition to the third edition of professional certification standards, students' scientific quality is required, and the proportion of courses is required to be more than 10%, which can reflect the importance of pre-school education to students' scientific quality. However, the current teaching curriculum is too much in pursuit of students' professional ability, focusing on the teaching of students and teachers and supporting the improvement of kindergarten teaching ability in various fields, ignoring the grasp of students' scientific literacy. Preschool education is an important period for the cultivation of students' quality. Students majoring in preschool education are the main reasons for the development of preschool education in the future. Preschool education

generally refers to the teaching of children younger than 6 years old. This period is the key period for children to form correct values. The correct guidance of teachers can determine the character development of children. Therefore, preschool education major The curriculum system should strengthen the cultivation of scientific literacy of professional students. In addition, the current pre-school education is mainly about the students' teacher qualification examination. This mode of teaching is very unfavorable to the cultivation of students' comprehensive ability, and the exam oriented education is difficult to meet the current demand for talents.

### **3.3 Single Content, Unable to Meet Social Needs**

With the development of science and technology, people's living environment has diversified development, so the society's demand for talents is also diversified. It is not enough for professionals to only have professional knowledge, but also have the ability of comprehensive development. Because of the change of people's living rhythm, many parents begin preschool education when their children are one year old. On the one hand, it's because of the influence of parents' work. On the other hand, it's because the society has higher and higher requirements for teenagers, so as to avoid children losing in the starting line. Therefore, in recent years, preschool education is getting more and more attention. The role of preschool education is not only to provide a safe growth environment for children, but also to the development of students' ability. Therefore, teachers of pre-school education are required to develop in many aspects and have comprehensive quality and ability, so as to bring multi-faceted development to primary school students. Preschool education should start from the social needs, focus on the cultivation of comprehensive ability of professional students, break through the original teaching mode, change the original single teaching content, and provide the space for students to develop in an all-round way. Rich classroom content can discover the potential of students, guide students to carry out personalized development, and meet the needs of society.

### **3.4 Less Use of Modern Science and Technology**

From the current curriculum of preschool education, the use of modern science and technology is relatively small, mainly stay in the simple knowledge transfer for students, and less for expanding knowledge teaching. Especially now, the society attaches great importance to preschool education, which makes preschool education follow the pace of the times and find modern preschool education. The combination of teaching courses and modern science and technology can help students understand the current situation of preschool education at any time, and help students to define the future teaching objectives. In addition, through the combination with modern science and technology, it can cultivate students' modernization ability and help students to apply it in the process of preschool education in the future. The current preschool education puts forward high requirements for the diversification of teaching. Professional students must cultivate their modern ability in University, which can be reflected in the future teaching process. Preschool education needs some modern means to attract children's attention and cultivate children's interest in learning. Therefore, during the university period, only by cultivating the relevant abilities of the professional students can the teachers of the future preschool education be able to provide the modern teaching environment for the pupils, so as to improve the teaching quality of the preschool education.

### **3.5 Single Course Evaluation Method**

The present preschool education curriculum attaches too much importance to the presentation of results, and there is less control and evaluation of the process, and most of the final evaluation methods are reflected by examinations, which can not meet the graduation requirements of professional certification standards. Curriculum evaluation should be able to start with the professional certification standards, comment on the comprehensive ability of students, evaluate students to meet the needs of graduation, and test students' professional quality, rather than simply require students' basic knowledge ability. At present, the evaluation of preschool education should focus on Teachers' qualification examination and students' comprehensive ability examination. In addition, the current curriculum evaluation method is relatively single, and it is better to use

multiple channels and multiple process evaluation methods to reflect the comprehensive learning situation of students.

#### **4. Strategies for Reshaping the Curriculum System of Preschool Education Based on Professional Certification**

##### **4.1 Curriculum Shall Comply with Professional Certification Standards**

The curriculum of preschool education should start from the professional certification standards, meet the requirements of professional certification standards for curriculum credits, and strengthen the improvement of students' comprehensive ability and the establishment of scientific literacy. Schools should study the professional certification standards repeatedly, find out the standards of curriculum, change the traditional principles of curriculum, constantly adjust and optimize the curriculum, and finally reflect the optimal state. Curriculum design should meet the needs of linking all subjects, combining theory with practice, so as to better reflect preschool education. In addition, the school should not take the teacher qualification examination as the main direction, should pay attention to the students' application ability curriculum, otherwise it will cause the students to swallow the whole, and can not get good learning effect. The goal of curriculum design is to highlight professional certification standards, pay attention to the effective combination of various subjects, despise the concept of sub subjects, form comprehensive courses, reasonably plan the proportion of elective courses and compulsory courses, and develop comprehensive teaching.

##### **4.2 Guiding of Curriculum Content into Values**

Our country has always been a big country of etiquette, focusing on literacy education, preschool education as the basis of teaching, value orientation is the main goal. Therefore, in the teaching of preschool education, we should pay attention to the curriculum can not be without scientific literacy education. The curriculum of pre-school education should focus on the professional certification standards to improve the quality of students, so as to cultivate high-quality successors for pre-school education. We should impart correct values to students, inculcate socialist core ideas, and improve their social theory of equality and legal system. It is necessary to let the students of preschool education know the basic principles and moral quality requirements of preschool teachers, so as to standardize the quality of preschool teaching, and cultivate scientific teaching concept, teachers' concept and children's concept.

##### **4.3 Adding Teaching Practice Content to Meet Social Needs**

The curriculum of preschool education should add more practical content to give students the opportunity of early childhood education, so as to cultivate students' practical ability and meet the needs of the society. The current preschool education is mainly about the teaching of scientific theory, but the emphasis on practical teaching is relatively poor. By adding teaching practice content, students can find the method of infant teaching in the process of practice. The teaching content can be carried out by observing children's behavior, psychological experiment, case analysis, kindergarten observation and discussion, group topic discussion, etc. according to the teaching requirements, the practical content is set at more than 20% to meet the needs of preschool education for practical ability.

##### **4.4 Improve Informatization Level and Practicability**

With the development of science and technology, the mode of Internet + education has brought new changes to teaching. Teachers can strengthen classroom teaching through the Internet, and provide students with new learning methods by providing online courses and flipped classroom. In addition, the use of the Internet can also watch the changes in early childhood teaching in real time, through the way of scenario simulation, let students increase the experience of early childhood teaching. Through the Internet, students' autonomous learning ability can be cultivated and a teaching sharing platform can be realized.

#### **4.5 Strengthen Information Feedback and Implement Multi Evaluation**

After the pre-school teaching course is set up, we should strengthen the dynamic evaluation of the course and analyze the teaching effect. In the process of evaluation, from multiple perspectives, it is conducive to the cultivation of students' interest, but also to improve the comprehensive ability of students. In the course evaluation, we should use the standard requirements of professional certification to evaluate whether the students' abilities meet the requirements of graduation. The evaluation team should be composed of many people and objective. In addition, the mutual evaluation among students should be increased, which is conducive to uniting the relationship between students and cultivating their communication ability. The final evaluation should be combined with many aspects, including the ability of theoretical knowledge, the ability of social practice, the ability of children's simulation teaching, the situation of moral quality, etc., and guide the comprehensive development of students through comprehensive evaluation.

#### **5. Summary**

The curriculum system of preschool education should be established on the basis of professional certification standards, meet the needs of society for preschool education, and meet the requirements of graduation. Mainly through theoretical knowledge, social practice ability, scientific literacy, innovation ability and other aspects, the curriculum of preschool education is set up, so as to cultivate students' comprehensive quality ability and meet the needs of society for preschool education.

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