

Research on the Implementation Path of Action-oriented Teaching Method in Preschool Education Curriculum under the Background of "Double High"

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Abstract: Actively developing pre-school education courses under the background of "double high" is of vital significance and is beneficial to optimizing the level of pre-school education courses. Therefore, it is necessary to incorporate action-oriented teaching methods into it to strengthen the sense of purpose and purpose of classroom teaching. Therefore, in the article, the preschool children's language education curriculum is used as an example to analyze and explore how to integrate the action-oriented teaching method under the background of double innovation to discuss and communicate together.

1. Introduction:

Pre-school education occupies a huge proportion of China's socialist education. At the same time, pre-school education is also of vital significance for developing children's intelligence and enlightening children's wisdom. High-quality completion of pre-school education can lay a solid foundation for children's subsequent teaching work. The basic premise, in order to further strengthen the level of early childhood education, it is necessary to conduct detailed thinking and research under the background of the current "double high", incorporate action-oriented teaching methods into it, and use action-oriented teaching methods to strengthen the purpose of children in the learning stage. With a sense of purpose, improve the quality of teaching work. Therefore, in the research of the article, we will take the preschool children's language education curriculum as an example to analyze and discuss how to integrate the action-oriented teaching method under the background of "double high".

2. Overview of Action-oriented Teaching Method

Action-oriented teaching is mainly based on action-oriented driving as the main teaching form. It refers to giving full play to the main role of students and the leading role of teachers in the classroom during the educational work stage, and training students in the continuous classroom teaching stage. The ability to ask questions, analyze problems, and solve problems is used to improve the quality and efficiency of students' learning, and to promote teaching to meet the established teaching expectations. In essence, the action-oriented teaching method is conducive to highlighting the student's dominant position, enabling students to show good enthusiasm and initiative in the classroom learning stage, and actively participate in various teaching links under the guidance of teachers. To optimize the level and effectiveness of teaching. In addition, the action-oriented teaching method can also give full play to students' subjective initiative during the study period, so that students can deepen their memory effect and understanding of knowledge points in the process of continuous completion of learning tasks, and this is useful for improving students' learning efficiency and optimizing learning quality can have a positive impact. In addition, the action-oriented teaching method can also enable teachers to effectively decompose the various teaching tasks in the classroom, thereby decomposing a whole large teaching task into small teaching tasks, and then assigning them to each level in the classroom practice stage. Students, to

guide students to study and explore, to optimize the level of teaching work.^[1]

3. The focus of integrating action-oriented pedagogy into the language education curriculum for preschool children under the background of "double high"

3.1 Pay attention to highlighting the dominant position of preschool children

Under the background of "double high", brand new requirements have been put forward for our country's education, and preschool children's teaching is also facing brand new opportunities and challenges. Therefore, it is very important to provide preschool children with high-quality and high-level education. Therefore, it is necessary to emphasize the dominant position of preschool children in the education of preschool children's language courses, so that preschool children can conduct independent exploration and independent learning of the knowledge points in the curriculum, which is used to strengthen the effectiveness of classroom teaching^[1]. At this stage, the use of action-oriented teaching principles can enable students to carry out the process of inquiry and learning in their learning, strengthen the purpose of pre-chemistry children's learning, and deepen the memory effect and understanding of the knowledge points of the language course in the independent inquiry stage Degree to achieve a good teaching effect.

3.2 Leading children to discover and explore problems

In the action-oriented teaching method, cultivating preschool children's ability to discover and explore problems is an important teaching task. At the same time, the development of the ability to discover and explore problems also determines the quality and efficiency of preschool children's learning. Under the background of "double high", to effectively teach preschool children's language courses, it is necessary to actively cultivate children's ability to discover and explore problems based on action-oriented teaching methods, so that children can dare to ask questions, analyze problems independently, and actively explore problems during the learning stage. Finally, the goal of problem-solving is achieved. This process not only exercises pre-school children's hands-on exploration ability, but also helps pre-school children develop a good thinking mode, prompts pre-school children to complete various learning tasks with better quality, and improves the quality and level of educational work. .

4. Practical countermeasures of action-oriented pedagogy in the language education curriculum for preschool children under the background of "double high"

4.1 Adopt a suspicious way for classroom introduction

In order to complete the language education courses for preschool children with high quality and achieve good teaching results, it is first necessary to conduct detailed analysis and research to explore how to complete the teaching tasks with high quality and high level under the current "double high" background, and at the same time take action The oriented teaching method is integrated into it to promote the orderly progress of the teaching process^[2]. In preschool children's education, the first step is to pay attention to the classroom introduction. At this stage, appropriate methods can be adopted for classroom introduction, that is, the introduction of classroom learning content needs to set up questions, so as to trigger preschool children's thinking in the form of questions and make Pre-school children can actively participate in the thinking and inquiry of problems, and this kind of classroom introduction method is also conducive to improving the quality of classroom teaching. At the same time, it can also encourage pre-school children to pay more attention to listening in subsequent classroom teaching activities, effectively training pre-school Children's problem-solving skills.

4.2 Assign classroom learning tasks for pre-school children

In the language education curriculum for preschool children, it is also necessary to pay attention to the arrangement of classroom learning tasks for preschool children. Through the arrangement of

learning tasks, the action-oriented teaching method can also be effectively integrated to achieve high-quality and high-level teaching tasks. Goal^[3]. For example: In classroom teaching, teachers can lead pre-school children to explore and learn the knowledge points in the classroom, and then use classroom practice activities in the classroom to assign classroom learning tasks for pre-school children, such as: "Classmates, please organize language Tell your friends a story you are familiar with." In this way, the learning atmosphere in the classroom can be more active, and then pre-school children can come to the podium to tell the story, and continue to exercise in the process. By improving the language expression ability of preschool children, it can also promote preschool children to form a deeper understanding of their own learning process, which is conducive to promoting preschool children's language course teaching to achieve better results. In addition. After the story is told, the teacher should also make a summary and analysis, first affirm and approve the preschool children, praise their advantages, and then correct their shortcomings, so as to promote the completion of the preschool education work. .

5. Conclusion

In summary, pre-school education is of vital importance in my country's education. At the same time, under the current "double high" background, high-quality and high-level education is also required. Therefore, it is necessary to actively explore and analyze it. How to complete the teaching of preschool children's language courses in practical teaching work in order to achieve good teaching results, so the article analyzes the integration strategies of action-oriented teaching methods in preschool children's language education courses in detail in order to attract others.

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