

Study on the Practice Teaching System of Preschool Education Major At Junior College Level

Juan Li

School of Arts, Shandong Management University, Jinan, Shandong, 250357, China

Keywords: Junior college teaching, Preschool education, Practice teaching system

Abstract: The key to cultivating high-quality preschool education professionals who can quickly adapt to the needs of the position lies in cultivating students' solid educational and teaching practice capabilities. Constructing a practical teaching system adapted to the level of junior colleges is a challenge currently faced by colleges and universities. By discussing the significance of constructing a preschool education professional practice teaching system, the relevant strategies for constructing a preschool education professional practice teaching system are proposed.

1. Introduction

In recent years, the wave of teacher professionalization has swept the world, and it has also become the vane of my country's teacher education reform practice. In this process, teachers were “discovered” again, the teacher admission system was established, and the professionalism and importance of the teaching profession was confirmed. The fundamental transformation of teacher professionalization that is different from traditional vocational training lies in the establishment of a “reflective teacher view”. As a preschool education major in colleges and universities, it should highlight its practical and applied training positioning, and strive to build a practical teaching system that aims to cultivate students' professional ability. With the vigorous development of preschool education, preschool education has been widely concerned, especially the practical ability and professional ethics of kindergarten teachers. This requires us to reposition the professional role of kindergarten teachers, change the training model of pre-service education for kindergarten teachers, and emphasize practicality and application. Pre-school education is a highly applied major, which requires practitioners to have strong practical ability. Kindergarten teachers must not only have extensive cultural knowledge, but also have excellent education and teaching skills and solid basic artistic skills. In kindergartens, speaking, jumping, playing, singing, painting and production are the basic skills of kindergarten teachers, and skilled kindergarten education and teaching design and organizational skills are also necessary. These skills are not only available through theoretical study in the classroom, this requires us to attach great importance to the cultivation of practical ability in preschool education. Emphasis should be placed on practicality and operability in preschool education, so that students can realize the transformation of the role of teachers as soon as possible, and become good teachers that children love and trust. In order to become an excellent kindergarten teacher, in addition to good cultural literacy, professional ethics, and solid educational expertise, you must also have the educational wisdom to effectively transform knowledge into practice. As a school that cultivates preschool education talents, it should realize that it must raise the practical teaching link to a new height. To train high-quality preschool education talents, it must explore a practical teaching model suitable for the current development of preschool education.

2. Construct a Practical Teaching Goal System Based on Ability Training

The preschool education major at the junior college level mainly cultivates applied professionals who have comprehensive development of morality, intelligence, and physique, Master the basic theory and professional knowledge of modern preschool education systematically, and have high professional ability to engage in preschool education, teaching, scientific research and management. According to the training objectives and training specifications of the pre-school education major,

the practical teaching target system can divide the skills of pre-school education students into art skills, sports skills, design skills, education skills, communication skills, scientific research capabilities, etc. At the same time, it pays attention to cultivating students' vocational skills transfer ability, and through systematic training, students can meet the requirements of training specifications and training goals, so that students can adapt to the actual needs of kindergarten first-line education and teaching work upon graduation. Specifically, the objectives of preschool education professional practice teaching should include the following:

Strengthen practical emotions and practical concepts, inspire students to love children and love early childhood education, cultivate a serious, responsible, meticulous and patient work attitude and work style of hard research and perseverance, and cultivate a spirit of exploration and innovation.

Enable students to gain knowledge, broaden their horizons, enrich and enliven students' professional ideas, deepen their understanding of theoretical knowledge, and then revise, expand and innovate theoretical knowledge in practice.

Develop basic skills and professional technical skills to enable students to have the professional quality and ability to engage in early childhood education. It mainly includes four aspects: one is practical ability; the second is professional quality; the third is innovation and entrepreneurial ability; the fourth is to obtain a career Competence for qualification certificates.

The skill training of pre-school education majors is closely integrated with career education, so that students can learn to behave, learn to do things, learn to learn, and learn to cooperate in the process of mastering practical skills, so that students' professional growth can be combined with their lifelong development. Students get to work smoothly to create conditions and lay the foundation for their lifelong development.

3. Strategies for Constructing Preschool Education Professional Practice Teaching System

The concept of “full practice” put forward in recent years breaks the previous view that practice teaching is used as a supplement to theoretical teaching, and proposes to plan students' practice teaching as a whole during school study. It is not only necessary to rationally arrange the practical links in the dimensions of time and space, but also to consider the content of practice, and the concept of “full practice” runs through every class, so as to meet the needs of training practical talents in preschool education. In addition, ordinary college-level students did not have specialized artistic skills training at the high school stage, so their foundation in this area is weaker. In the first year of enrollment, we will introduce the current situation and prospects of the major to the freshmen, adopt observation learning, classroom problem discussion and other methods to form a preliminary understanding of the major, and carry out the study of artistic skills and basic theory of education. Special practical teaching is carried out in the second academic year. Each semester is planned for two weeks of educational internship. Teachers of each subject can assign related tasks according to the characteristics of the course, allowing students to take tasks to kindergarten to observe, which is more targeted. In addition, teachers can also carry out theme activities in the classroom to exercise students' educational and teaching abilities in various forms such as trial lectures and lectures. In the third academic year, educational practice and on-the-job practice are carried out, and students fully participate in the kindergarten care and education work. At the same time, students are encouraged to actively participate in social practice activities during winter and summer vacations. The combination of educational practice and educational apprenticeship allows students to experience the kindergarten life firsthand as a teacher, and organically integrate the knowledge learned in classroom teaching with practice, and feedback the problems found in practice to achieve rapid growth.

The construction of practice base is the material guarantee of the smooth development of practice education and teaching. Restricted by various conditions, for a long time, many colleges and universities pay little attention to the practice and practice of preschool education. “Strengthen the laboratory, internal and external practice bases and curriculum materials infrastructure” in the Guidelines for Kindergartens also points out the direction for colleges and universities to train students' practical ability. Therefore, it is necessary for schools to strengthen the construction of in-

school training room and off-campus practice base, and combine the two to form a complementary practice teaching guarantee system.

A. Build a well-equipped training room on campus. According to the practical and practical goal of pre-school education, schools should give appropriate financial tilt and increase financial investment in pre-school education. Build a number of fully functional and well-equipped dance rooms, piano rooms, studios, handicraft rooms, multifunctional activity rooms, kindergarten education activity simulation rooms, Montessori classrooms, and children's behavior observation rooms. This can not only meet the needs of students' practical teaching of art skills such as speaking, jumping, playing, singing, painting, and production, so that students can form solid basic skills, but also through students' simulation of kindergarten teaching and observation of children's behaviors, education theory and practice can be closely integrated Link up, cultivate students' skills and skills in education and teaching. In the kindergarten educational activity simulation room, it is necessary to reflect the authenticity and try to be consistent with the real activity room of the kindergarten institution. Students are encouraged to use their knowledge to participate in the creation of the activity room environment, make teaching aids, arrange the activity area, and simulate real teaching, through lectures, transforms theoretical knowledge into educational wisdom.

B. Actively expand off-campus practice bases. Establish a relatively stable off-campus practice base to provide students with a stable and reliable practice platform and continue to expand the scope. Off-campus practice bases include public kindergartens with rich teaching experience and strong teachers, as well as private kindergartens with advanced teaching concepts, early education centers for 0-6 years old and other types of kindergartens. When conditions are ripe, an “affiliated kindergarten” can be established through new construction or listing. While completing the internship tasks, improve the awareness of serving the internship base, and send students to participate in environmental creation, undertaking the production of teaching aids, and organizing festival activities in a timely manner to achieve a win-win cooperation through effective interaction. These kindergarten institutions can be located in the location of the university, and can slowly expand to the location of the source of students. At the same time, it can cooperate with education groups in major cities outside the province to combine internship and employment, create opportunities for students' employment, and enable students to determine their future work units during internships to meet the diverse needs of preschool education.

The characteristics of the pre-school education profession determine that the teacher must have a wealth of theoretical and practical knowledge. Some college teachers often have higher academic qualifications, higher academic standards and scientific research capabilities from one university to another, but they have weak practical experience. Due to the lack of long-term practical experience in some colleges and universities, some teachers lack in-depth understanding of kindergartens or other preschool education institutions and cannot provide effective practical guidance to students. If you want to improve the practical ability of the teaching staff, you must “go out and bring in”. Teachers can be regularly arranged to participate in the education, teaching and research work of the kindergarten, or directly to the kindergarten to take part in the exercise, to learn from the living practice. In this way, teachers can link theory with practice, better guide students in kindergarten practice teaching, and keep pace with the front line of kindergarten practice. Encourage teachers to obtain relevant certificates and strive to cultivate a dual-qualified teaching team with solid skills and a combination of professional and concurrent skills. Integrate teacher resources, and hire kindergarten teachers with rich teaching experience and advanced teaching concepts as part-time teachers by “bringing in” as part-time teachers to serve as practical teaching work, and organically link the classroom with the kindergarten. University teachers can also take advantage of scientific research, establish a new type of cooperation in teaching and research with kindergarten teachers with rich practical experience, and realize resource sharing in further training, subject research, etc., to achieve a “win-win” situation. By launching lectures on the basic theories of preschool education and participating in kindergarten teachers' evaluation activities, popularize scientific research methods and improve the level of scientific research of kindergarten teachers.

4. Conclusion

Practical teaching, as a necessary supplement to theoretical teaching, is of great significance and value for cultivating students' professional quality, independent innovation, and solid and comprehensive professional ability. Of course, its goals, content, conditions, management and evaluation system must be further in-depth and detailed discussions and research in the future according to the rules of practical teaching itself and the needs of preschool teachers' professional development.

References

- [1] Dang Aidi. Construction and Implementation of Practical Teaching System of Preschool Education Specialty Based on OBE Concept. *Journal of Shaanxi Xueqian Normal University*, vol. 36, no. 2, pp. 17-22, 2020.
- [2] Li Juan. Research on the construction of practical teaching system of preschool education major in Colleges and Universities. *The Science Education Article Collects*, vol. 16, no.7, pp. 106-107, 2019.
- [3] Liu Haili. Research on the Construction of Practical Teaching System of Preschool Education Specialty in Local Colleges and Universities Based on Professional Ability Training. *China Adult Education*, vol. 25, no. 16, pp.110-112, 2016.
- [4] Du Yanhong. Construction and Implementation of Practical Teaching System for Preschool Education Major. *Curriculum, Teaching Material and Method*, vol. 33, no. 2, pp. 92-96, 2013.
- [5] Wang Xinxing. Research on the Construction of the Whole-process Practical Teaching System of Preschool Education Major at the Junior College Level. *Educational Exploration*, vol. 33, no. 5, pp. 145-147, 2013.
- [6] Liu Qiang. Research on the Construction and Implementation Path of Practical Teaching System of Preschool Education Major in Normal Universities. *Journal of Educational Development*, vol. 31, no. 8, pp. 13-17, 2013.