

## Current Situation and Reform Suggestions of Teaching Methodology Courses for Preschool Education Major in Colleges and Universities

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**Abstract:** The major of Preschool Education in colleges and universities undertakes the mission of training high-quality preschool teachers. "Health Education for Preschool Children" plays a vital role in the training of teachers in order to effectively transform the theory of education into the practical ability of education and teaching for students. In view of the insufficiency of teaching practice ability of graduates majoring in Preschool Education in colleges and universities, this paper rethinks the current situation of teaching methodology courses. On the basis of sorting out the problems and exploring the reasons, this paper puts forward some innovative suggestions on the construction of the scientific guarantee mechanism for curriculum implementation, the further deepening of campus-school cooperation and the application of advanced digital technology.

### 1. Problem Statement

The issue of the "Preschool Teachers' Professional Standards (Trial Implementation)" further puts forward clear and specific standards of talent quality for the training of preschool teachers. According to the requirements of the "Preschool Teachers' Professional Standards (Trial Implementation)", the Preschool Education Major in colleges and universities can improve its school-running quality and cultivate more high-quality talents, which is not only the inherent need of professional development, but also the inevitable requirement to meet the social function of higher education.

Curriculum is the carrier of talent training, and the scientific and rational curriculum is the premise to ensure the professionalism of talents[1]. At present, Preschool Education major in colleges and universities in China have high homogeneity and similarity in curriculum setting in talent training programs. Generally, the "Preschool Children Psychology", "Preschool Education", "Preschool Hygiene", "Preschool Children Health Education", "Preschool Children Language Education", "Preschool Children Science Education", "Art Education for Preschool Children", and "Social Education for Preschool Children" courses are set up in the "professional compulsory" module to help students achieve professional development.

The effect of curriculum teaching is the core factor affecting the quality of professional training. However, there are many problems in the teaching of Preschool Education courses in colleges and universities, which affect the teaching effect and restrict the quality of personnel training. Through studying in universities, students can basically grasp a solid theoretical foundation of preschool education, however, these theoretical knowledge is difficult to smoothly transform into the effective educational and teaching behavior required by kindergarten teachers, so that there is a big gap between the quality of talents trained by universities and social needs. Zhong Qiquan, director of the National Teacher Education Curriculum Committee of the Ministry of Education, once said, "At present, the teacher education received by normal university students in our country lags behind the reality of social development for at least 50 years, laying particular emphasis on book knowledge, accepting learning, rote learning, emphasizing teachers' control in the classroom and closed teaching methods." [2] Teaching methodology courses have indispensable value in the training of normal students. It is a bridge connecting educational theory and practical ability. Improving the

effect and quality of teaching methodology courses implementation is an effective way to solve the above dilemma[3].

In the “Outline of Guidance for Kindergarten Education”, the “five fields” (health, science, society, language and art) are used to replace the “six subjects” (language, common sense, calculation, music, art and sports). Since then, Preschool Education major in colleges and universities in China has offered teaching methodology courses in accordance with the five fields. In the long-term practice of education and teaching, the teaching methodology courses have formed a set of teaching mode which has been used for many years. With the continuous development of society, the adaptability of this teaching mode to the development of modern society is becoming increasingly prominent, and it is becoming more and more necessary to innovate and reform it.

## **2. Current Situation and Problems**

### **2.1 Scattered Teaching Content.**

Taking “Health Education for Preschool Children” as an example, the content of the course can be divided into several parts: body recognition and protection, life hygiene habits and self-care ability, safety self-care, diet and nutrition, mental health, children’s sports and other disciplines, involving hygiene, psychology, nutrition, sports and other disciplines, which is a great challenge to the knowledge breadth of both teachers and students.

### **2.2 A Single Form of Teaching Organization.**

Class teaching system is still the main form of teaching organization in colleges and universities. In recent years, the enrollment scale of Preschool Education major is large. The teaching of teaching methodology courses that should pay attention to practicality and operability has to be carried out in the case of combining classes. The teachers’ workload is too large and the students’ practical opportunities are squeezed, resulting in many students without the possibility of practical practice

### **2.3 Backward Teaching Methods.**

In addition to PPT display and video playback, multimedia assistant equipment can give limited support to teaching. Most of the time, it only plays the role of replacing the blackboard writing. In the practical teaching process, limited by such factors as site conditions, number of students, intact equipment or the level of teachers’ use, it is difficult for students to feel the substantial impact of modern teaching methods on teaching.

### **2.4 Lack of Teaching Resources.**

Imitation is an important way of learning. It needs a process for students to transform their educational theory into teaching practice ability. Observing children’s reaction and performance and observing educational and teaching activities organized by teachers can undoubtedly accelerate the occurrence of such transformation and improve its effect, thus promoting the rapid and high-quality development of students’ educational and teaching ability[4]. Under the existing conditions, the number of intuitive teaching resources for students to observe and learn is small, and the matching degree is low, so that students have only a partial understanding of them, let alone learn by imitation.

### **2.5 Inadequate Opportunities for Teaching Practice.**

In the current curriculum implementation, although the practice teaching hours have reached about half of the total class hours, students’ practice operation or simulation training can only be carried out in groups, and more students are in a static state of observation. Because of the limited time for probation in kindergartens, it is difficult for students to fully perceive, think deeply and internalize the phenomena related to curriculum learning.

### **3. Thoughts and Suggestions**

#### **3.1 Establishing a Scientific Teaching Methodology Course Implementation Guarantee System.**

The first point is to explore a highly flexible teaching management system to fully release teaching benefits.

The school should change the simple treatment of teaching arrangement for each course independently in the existing teaching management, integrate and optimize the teaching contents of teaching methodology in five fields, organize teachers to identify, sort out and distinguish the differences and similarities in the teaching contents, and organize teachers to teach different subjects, discuss the same contents collectively, prepare lessons together, coordinate division of labor, and concentrate on teaching, which not only avoids the inconsistency of requirements that may occur in the teaching of different subjects, but also saves teaching hours for practical teaching, highlighting the practical characteristics of teaching methods, which can be said to be the best of both worlds.

The second point is to explore the operation and management system for kindergarten teachers to enter the classroom demonstration teaching in colleges and universities, so as to complement the advantages of university teachers and kindergarten teachers and improve the quality of teaching.

The school should establish a scientific system to encourage and guarantee teachers to invite kindergarten teachers or professionals to teach in colleges and universities according to their teaching needs. The teaching quality of teaching methodology course directly affects whether students can turn their educational theory into practical teaching ability. There is no doubt about the theoretical level and research ability of university teachers, but most of them have no practical experience in kindergarten education and teaching. Therefore, it is very difficult for them to demonstrate kindergarten teaching activities to students, which is exactly what the front-line kindergarten teachers are good at. Inviting kindergarten teachers to undertake demonstration teaching can play a complementary role. This requires schools to provide scientific and favorable guarantee in terms of system, funds and evaluation, otherwise it will be difficult to achieve.

#### **3.2 Inheriting the Fine Tradition of Running a School and Deepening the Cooperation between Kindergarten and Colleges in an All-Round Way.**

There is a mature cooperation mode between universities and local kindergartens, however, this cooperation reflects more unidirectionality, that is, universities rely on kindergartens as a practical teaching base to train students. This cooperation in content and depth can not meet the development needs of both kindergartens and universities. Deepening cooperation, mutual benefit and win-win has become the common aspiration and requirement of both sides. Colleges and universities should inherit existing experience, innovate ways of cooperation, and use the fresh educational resources of kindergartens to inject vitality into teaching.

The first one is to develop and share educational and teaching resources. Colleges and universities lack kindergarten resources that can be used for teaching, such as actual scene of children's activities, teaching design ideas and processes, teaching situation, teaching aids design and production, etc. Kindergartens lack resources that can promote the professional growth of kindergarten teachers and improve the quality of kindergarten education and teaching, such as academic reports, teaching seminars, scientific research projects, children's behavior observation methods, teaching evaluation strategies, etc. Through the application of specialized guidance and technical means, we can achieve mutual communication and meet the needs of both sides.

The second point is to build a platform for teachers' development. University preschool education specialized teachers need to rely on kindergartens for scientific research. Kindergarten teachers need college teachers to guide their professional development, and to sort out and sublimate the scattered experience from real teaching into a theory that can be popularized, so that more kindergarten teachers can be inspired, shape their own "brand" and achieve new breakthroughs in career development.

The third point is to effectively guide practical teaching. The cooperation between kindergartens

and schools should be deepened, the institutionalized management methods of practical teaching should be formed, and the effectiveness of practical teaching should be implemented and ensured from the aspects of form, content, time, selection of instructors and evaluation of results. Teachers in colleges and universities have a deep understanding of the reality of kindergarten education and teaching through the process of guiding students to practice. They have also improved their ability to guide practical teaching, and can give more effective guidance to students' practical activities in classroom teaching.

### **3.3 Constructing Digital Interactive Platform to Achieve Win-Win Development of Kindergarten and Universities.**

Liu Yandong, former State Councilor, pointed out on the Video and Television Conference of National Education Informatization Work that: "the deep application of information technology urgently requires the "double revolution" of teaching and learning, speeding up the transformation from teaching-centered to learning-centered, from knowledge imparting to ability training, from classroom learning to multi-learning methods." [5] The development of modern digital technology and the popularization of digital equipment provide unprecedented convenience for the design, development, application and evaluation of digital teaching resources, and play an important role in the process of educational informatization and educational modernization [6]. The teaching of "Health Education for Preschool Children" should fully grasp the trend of social development, and make full use of new technology to carry out teaching reform creatively.

The first one is to build a campus digital platform with advanced technology. According to the use of digital platform and network, the original abstract contents such as text, pictures, audio, video, animation, courseware, classroom record and teaching plan in the course teaching content become vivid, dull learning becomes interesting, and the original single teaching becomes rich and colorful. Teaching has also achieved breakthroughs in time and space constraints, and students' learning has become flexible. In the existing class hours, the content should be selected appropriately and made into digital resources, so that students can learn theory outside the classroom, teachers can use classroom time more for the cultivation of practical teaching ability, and innovate teaching in the form of "flipped classroom", and so on.

The second one is to realize the interaction of digital platform between universities and cooperative kindergartens. On the premise of deepening the cooperation between kindergartens and schools, schools and cooperative kindergartens should interact with each other in terms of agreed education and teaching resources. Students can observe the performance of children's daily life remotely, the organization of teachers' educational activities, teaching discussion and demonstration teaching, etc. Kindergarten teachers can also listen to university classes and various academic reports in the kindergarten, and communicate with university teachers online. On this basis, colleges and universities take the lead in organizing the docking of digital platforms among cooperative kindergartens, thus forming a network system of preschool education resources in the region, and promoting the improvement of the quality of regional preschool education.

The third one is to build a common teaching resource library. In the use of digital platform, the valuable information should be timely extracted and collated to make rational processing, so as to make it become a common teaching resources for kindergartens and universities. After a large amount of accumulation, the formation of a resource library, whether to promote the improvement of the quality of education and teaching in schools or to be used for external exchanges and teacher training, can play a great benefit, which is a valuable asset.

## **4. Conclusions**

In a word, the reform of the teaching methodology courses is the inevitable requirement of the quality of preschool education talent training. Based on the valuable experience of kindergarten-university cooperation, and by means of new information technology, we should actively explore and establish innovative teaching mode that meets the characteristics of the times and social requirements, so as to realize the "win-win" situation of the development of universities

and kindergartens.

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