

Research on the Reform Model of Preschool Education Curriculum Based on "Promoting Learning by Competition and Promoting Teaching by Competition"

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Abstract. The pre-school education professional skills competition and the kindergarten teacher qualification certificate "National Examination" put forward new requirements and challenges for the reform of pre-school education curriculum in colleges and universities. Based on the two, the "sports promotion and competition to promote teaching" The assessment model of the improvement of students' ability has fundamentally required the reform of the pre-school education curriculum. Therefore, it is recommended to carry out reform research from the five aspects of the curriculum objectives, curriculum, curriculum content, curriculum implementation and curriculum evaluation of preschool education.

The Basis of Pre-School Education "to Promote Learning by Teaching and to Promote Teaching by Competition"

Teacher Qualification Certificate "National Examination".

In 2015, the state comprehensively implemented the national unified examination system for teacher qualifications, which required teachers' professional students to pass the national qualification examination before they could obtain the teacher qualification certificate, which fundamentally standardized the national quality standards for kindergarten teachers.

Kindergarten teacher qualification exams include written tests and interviews. In the written test, the "Comprehensive Quality" section often designs questions around the actual situation encountered in the work of preschool teachers or common mistakes. This requires students to have the ability to apply what they have learned; "Protection of Knowledge and Ability" is a close to occupation. The aptitude test mainly examines the candidate's professional philosophy and professional ethics, professional knowledge and professional competence. The interview includes the design of educational activities, answering the prescribed questions, trying and answering, and examining the students' professional comprehensive practical ability. The candidates are required to use the scientific concept as a guide to design and implement the kindergarten education activities. The examiner evaluates the actual situation through the students' lectures. Level and development potential.

Judging from the contents and methods of assessment, the reform of the teacher qualification examination system not only requires enriching the pre-service professional knowledge and professional ability of the preschool teachers, but also needs to meet the needs of professional positions, and students can become truly high-quality preschool teachers.

Pre-School Education Professional Skills Competition.

In 2018, the "Preschool Education Professional Education Skills Competition" was officially included in the National Vocational Skills Competition. The purpose of the National Vocational Education Professional Skills Competition was: three, in-depth understanding of the "Professional Standards for Kindergarten Teachers (Trial) (hereinafter referred to as "professional standards") to promote the development of preschool teacher education in China. Second, examine the comprehensive ability of students' professional positions and promote the improvement of the quality of personnel training. Third, promote the exchange of experience in inter-school education and promote the balanced development of pre-school education.

The competition is very unique in the selection of competition content. The content of the competition is guided by the "Guidelines for the Guidance of Kindergarten Education", "Professional Standards" and the "Guidelines for Learning and Development of Children 3-6 Years" (hereinafter referred to as the "Guide"). Kindergarten teachers comprehensive skills assessment, kindergarten education activities analysis and preschool teachers professional literacy evaluation, kindergarten education activities design, comprehensive study of students' quality and ability. Comprehensive comparison, it is not difficult to find that the contest of the competition in many aspects is consistent with the content of the "national examination" of the teacher qualification certificate, and at the same time, it also has the demand for talents in the social posts of pre-school education related institutions.

Therefore, whether it is the pre-school education professional education skill competition or the pre-school teacher qualification certificate "national examination", it is a higher quality requirement for the teaching of pre-school education teachers and the cultivation of professional talents. While participating in the Skills Competition and the "National Examination", colleges and universities need to continuously carry out self-inspection and reform, and strengthen the school and off-campus teaching base by constructing a evaluation model that promotes the ability of teachers and students to promote learning by competition and promote education by competition. Construction, curriculum reform and other ways to enhance students' comprehensive quality and professional position ability, to ensure that students successfully obtain teacher qualification certificate and develop into high-quality technical and skilled personnel.

Study on the Normalization of Preschool Education Professional Skills Competition

Practice has proved that the evaluation mode of "promoting learning by competition and promoting teaching by competition" has a significant effect on the improvement of professional ability and quality of teachers and students. It can promote teachers to continuously carry out teaching reform and innovation, and improve students' professional theoretical level and practical ability. To enhance students' professional self-confidence and sense of honor, thus promoting the continuous development and improvement of pre-school education.

Therefore, the normal development of college preschool education professional skills competition is an inevitable trend. Through the organization and implementation of rich competitions, we will continue to strengthen and improve students' professional knowledge and skills. Can be organized to carry out the competition, including the promotion of students' comprehensive skills, such as storytelling competition, kindergarten education activities courseware production, children's songs singing contest, children's dance creation contest, painting and handicraft skills contest, chalk word contest; Professional ability competitions, such as game design competitions, trials and lectures contests; inspect students' professional quality competitions, such as the comprehensive quality assessment competition for preschool teachers. According to the development needs of the preschool education major in China, we can continuously supplement and improve relevant content to ensure its rationality, scientificity and long-term effectiveness, so as to improve the quality of personnel training.

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Curriculum Goal Reform.

The course objectives in this study refer to the overall goal, which is consistent with the professional training objectives and has a guiding role in the subject objectives [1]. The goal of the course is to change the situation of over-emphasizing the "knowledge center" and "disciplinary center" in the past, so as to "build the curriculum according to the social needs of preschool education development, oriented by professional ability, and based on the professional knowledge of the subject knowledge system and social development. And innovation to ensure that the curriculum objectives and social career needs are unified." The subject of the subject curriculum follows the guiding ideology of the overall goal. In the process of talent cultivation, it not only pays attention to the acquisition of

students' knowledge, but also promotes the goal orientation of the curriculum according to the needs of career development, and truly meets the needs of preschool education professionals for social development.

Curriculum Reform.

Course construction is directly related to the improvement of school teaching quality. Under the requirement of "promoting learning by competition and promoting teaching by competition", we must emphasize the professionalism in designing pre-school education courses, get rid of the shackles of "re-theory and light practice", and build pre-school with the core of cultivating students' professional positions. A new system of educational programs.

The first, increase the proportion of practice courses. The increase in the proportion of practical courses can ensure that professional students participate in more social practice, kindergarten internships, and promote the overall improvement of students' comprehensive quality. Practical teaching mainly refers to students conducting social practice, professional internships and internships. Taking the pre-school education of H College as an example, starting from the 2015 students, the two-week education apprentice time was added in the second semester of the sophomore year. After three years of practice in 2015-2017 students, the pre-school education teachers and students and students internships were obtained. The unit's unanimous praise, therefore, the 2018 level talent training program will extend the two-week trainee time to three weeks, aiming to better understand the children and get the practical work experience of the kindergarten front-line teachers to promote students' deep understanding of theoretical knowledge. To lay a solid foundation for the junior college to carry out comprehensive professional ability training.

The second, fine-tuning the course order, enriching flexible courses, and improving students' professional positions. Whether it is the national qualification examination for teachers or the pre-school education competition, the design of kindergarten education activities is a must-test content, and it occupies a considerable proportion. The preschool education program of H College was originally designed in the second semester of the sophomore year. The design and implementation of kindergarten education activities could not meet the needs of students to take exams and competitions. The 2018 talent training program adjusted this course to the second semester of the sophomore year. The course of "Kindergarten Courseware Production" was also adjusted from the third year to the second year of the sophomore year. On the one hand, it ensures the connection of the learning content. On the basis of the "Computer Foundation" in the freshman year, the sophomore year specializes in kindergarten education activities. Courseware production; on the other hand, because of the courseware production competition in the pre-school education competition, learning before the competition will make students more passionate and fighting spirit to comprehensively and deeply master the skills of kindergarten courseware production.

The limited flexibility course offered by juniors is initially offered in four directions: early education, music, art, and dance. Students can choose courses for in-depth study according to their interests. After the 2012 students concentrate on internships, according to the feedback suggestions from the internship units. "It should improve students' English ability". Therefore, based on the original four directions, the English direction has been increased, and the "Pre-Bilingual Teaching Method" course has been established. In 2019, according to the requirements of the Professional Standards for teachers' professional ability, The "National Examination" for Preschool Teacher Certification and the Pre-school Education Professional Skills Competition have added courses such as "Chalk Words", "Pre-school Education Masterpieces", "Kindergarten Environment Creation", "Children's Gymnastics and Creation", and to solve students in recent years. In the course of the graduation reply, the question of "how to communicate with parents during the internship period" was widely reflected. The course "Community Communication and Cooperation" was established to improve the communication and cooperation ability of students. Really aiming at the actual work needs of students, constantly reforming and adjusting students' ability to improve their professional positions, and also satisfying students' interests and needs through such flexible curriculum, so as to achieve strengths and avoid weaknesses, so that curriculum objectives and social development and students The requirements for development are consistent.

Course Content Reform.

The content of the course is selected based on the course objectives. The degree of rationality restricts the educational goals and curriculum objectives, and affects the specific quality specifications of personnel training. Designing a reasonable course content is the core issue of curriculum design and the key to curriculum implementation [2].

When designing the content of the course, it is necessary to combine the "national examination" of the kindergarten teacher qualification certificate and the pre-school education professional skill competition to enhance the practicality of the classroom teaching content, and to achieve the reduction: the reduction is the broad content of the course content, Obsolete knowledge points, do not deliberately pursue the systemic and completeness of the content, to ensure that the students are "enough"; plus the content related to the competition, such as increasing the training of students in the pre-school education curriculum. The content of teaching theory and practical ability, "Preschool Children's Games" focuses on cultivating students' ability to scientifically and rationally design and organize games. Pre-school Education modularizes educational content to highlight the practical application of the curriculum. In addition, the content of multiple disciplines can be integrated. For example, the Kindergarten Environment Creation course can combine the indoor and outdoor environment creation of kindergartens, the theoretical knowledge of regional environment creation and the content of hand-made, so that the teaching content is more in line with the actual work of students in kindergarten. Need to improve their teaching practice.

Curriculum Reform.

In the reform process of curriculum implementation, it is necessary to always adhere to the concept of interactive adjustment and creation of curriculum implementation, and regard curriculum implementation as a continuous dynamic process, in the process of colliding with students' thoughts, according to the actual situation of implementation and The student's needs are constantly adjusting the curriculum, creating and shaping the process.

In the teaching mode, the model of "teaching-learning-practice" is established. The practice here includes three aspects: one is the course of increasing the professional knowledge of students such as Preschool Psychology and Preschool Education. It is to carry out the quizzes or quizzes to consolidate the students' mastery of professional knowledge; the second is to improve the preschool professional ability courses for preschool children's games and professional teaching methods. The practice is to conduct trials and simulate kindergarten activities. Students are required to design, organize and implement games and kindergarten education activities to motivate students to participate in learning. Third, students conduct educational internships. In the teaching method, the comprehensive use of heuristic teaching, discussion methods, etc., allows students to truly participate in teaching activities.

Conclusion

The classroom evaluation of pre-school education is carried out in various forms such as "exhibition", "playing" and "reporting". The construction of the pre-school education skill competition system that promotes the improvement of students' ability by promoting competition and promoting competition with the competition is also the same. Part of the curriculum evaluation reform. Change the traditional obsolete and single assessment and evaluation mechanism that relies on the test scores, comprehensively apply the process evaluation and summative evaluation, and integrate the skill contest into the whole process of professional teaching, so that the evaluation is more realistic, can better reflect the teaching results, and promote teachers and students. Inter-relationship, this model is an innovative evaluation mechanism based on the pre-school education professional development and professional post-ability needs in the new era, and the combination of practical teaching and market demand.

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