

Research on Pre-school Education Theory Teaching in Normal Universities Based on Process Evaluation

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Abstract: Practical teaching is an important part of the pre-school education teacher training system in normal universities. Therefore, based on the process evaluation, the author has carried out in-depth research on the theoretical teaching of pre-school education in normal universities. This paper analyses the problems existing in the theoretical teaching of preschool education in normal universities, and puts forward corresponding improvement plans in order to improve the level of preschool education. After research and analysis, it is necessary to rethink the integration, integrity, diversity and guidance of the pre-school education practice teaching based on the particularity of pre-school education, and to complete the coordination of other systems of pre-school education. Constructing a reasonable preschool education practice teaching system plays an important role in promoting the professional development of preschool education in normal universities.

1. Introduction

In November 2010, the State Council issued the “No. Opinions on Current Development of Preschool Education” Document No. 41, stating that “to strengthen the construction of kindergarten teachers in multiple ways” and to “improve the pre-school education teacher training system”[1]. For a long time, the teaching of pre-school professional theory courses in high schools has always been subject to heavy knowledge transfer and light ability training [2]. Practice as a subjective activity in objective activities itself contains the factors of understanding and needs to be guided by correct understanding [3]. Its ultimate goal is to enable students to consciously improve their motivation for learning. In the process of exploring knowledge, they transform external knowledge into internal experience, thereby enhancing students' thinking ability, judgment ability, analytical ability and practical ability [4]. So, how to define the quality of preschool education? Educational quality is the characteristic of educational services provided by educational institutions to meet individual and social needs [5]. The curriculum reform of preschool education specialty has entered the stage of “quality improvement as the central” development. Mathematics is an important compulsory course of public foundation. In order to better serve the professional development, it is imperative to improve the quality of mathematics curriculum teaching [6]. With the continuous development of preschool education, the quality of preschool education staff is constantly improving [7]. As the main nurturing Institute for pre-school education professionals, colleges and universities are also undertaking the important task of improving the quality of pre-school education while expanding the enrollment scale of pre-school education professionals.

Currently, the curriculum design of preschool education in normal universities has become a hot topic for scholars [8]. In addition, “educational practice and experience” is included in the objectives of teacher education curriculum, and specific norms and requirements are put forward for the time and content of educational practice [9]. In recent years, researchers have fully realized that there are many aspects of pre-school education practice teaching that do not meet the needs of personnel training in the new era. Based on the particularity of preschool education, it is of great significance to construct a reasonable practical teaching system for preschool education to promote the professional development of preschool education in normal universities [10]. Emphasis is placed on theoretical inculcation rather than practical exercises, on concept infiltration rather than skill training, on in-class teaching rather than extracurricular reading. Cognition is that the subject grasps the activities of the object in the form of ideas, which can be completely synchronized with

the practice, or it may not be completely synchronized. . It is generally believed that the quality components of preschool education consist of three dimensions: structural quality, process quality and outcome quality. To this end, evaluation should be carried out throughout the education process, paying more attention to the student development process. At the same time, the rapid development of the “Teacher Education Specialization Movement” and the continuous improvement of social needs. It also forces the preschool education in China's higher education institutions to urgently change the lagging links in the original talent training mode, and truly enters the “spring of preschool education” in the good development opportunities.

2. Some Problems in the Practice Teaching of Preschool Education Major in Normal Colleges

2.1 Conceptual level: How to position practical teaching in the new era

In the traditional preschool education teacher training system in our country, the training goal of preschool education majors in higher normal schools is the preschool education theory teachers of middle-level preschool teachers' schools, and they are not directly engaged in front-line early childhood education. “All theories are either the theory of past practice described by it or the theory of future practice that it points to, and the theory itself is a kind of practice. Practice itself is always the practice of a certain idea. And this seemingly profound theory Learners simply can't understand, and they can't talk about the enlightenment of theory to their wisdom. Process quality includes material placement and use, curriculum, life and health, teacher-child interaction, home-school education, class management and emotional atmosphere, and children. Experience in the environment, etc. Therefore, the traditional pre-school education in normal universities pays attention to theoretical teaching, while practical teaching is only the supplement and verification of theoretical teaching. With the development of academic research, this Abstract expression of theory seems to be intensifying. Therefore, preschool educators should reexamine and orientate our preschool education and teaching from the perspective of “students as the main body”. Educational process is dynamic and difficult in evaluation operation. Structural quality can predict the development of preschool children to a certain extent, and it is easy to grasp and evaluate. However, at the conceptual level, the traditional concept of “practical teaching as a supplement to theoretical teaching” has not been changed, and practical teaching has not received due attention.

In recent years, the safety of drinking and tobacco in preschool education is increasing, which shows that this kind of research project has attracted the attention of scholars. Fig. 1 is the trend of increasing and decreasing the number of relevant research literature in recent years.

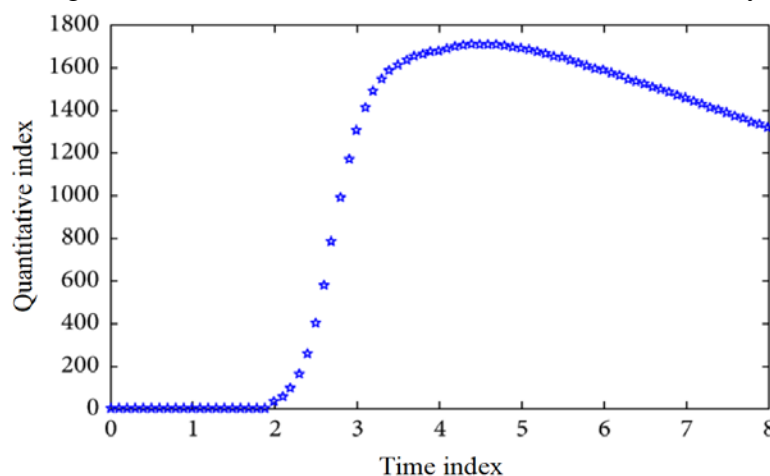


Fig.1. The Trend of Quantity Increase of Relevant Research in Recent Years

Combining the mathematics curriculum standards and teaching objectives of preschool education specialty, a process evaluation standard is established, which is operable and provides an important basis for the diagnosis and reform of teaching work. Detailed rules are shown in Table 1.

Table 1 Learning Evaluation Criteria

First-level indicators	Secondary indicators	Observations	Evaluation element
Learning process	Classroom performance	Number of absences	Student self-evaluation20%
		Learning Attitude	Peer review30%
		Classroom assignments	Teacher evaluation50%
	Homework	Number of jobs	Student self-evaluation20%
		Writing process	Peer review30%
		Accuracy rate	Teacher evaluation50%
	Term paper	Experience content	Student self-evaluation20%
		Access to information	Peer review30%
		Mathematical Thought and Method	Teacher evaluation50%

2.2 Structural level: the proportion of practice teaching is limited, and the form of practice teaching development and evaluation is single.

At present, most of the practical teaching in normal universities in our country adopt the methods of setting a certain number of practice hours in each theoretical course, probation once or twice per academic year and centralized practice one semester before graduation. The level of knowledge goal includes making students systematically grasp the basic concepts and principles of preschool education theory, and cultivating students with rich knowledge and literacy of preschool education theory. Preschool education theory is not only Abstract but also complex, especially with the differentiation of preschool education disciplines and the division of researchers, the theory seems to be flourishing. But they are isolated from each other, and the disciplines are divided into blocks. It is difficult to form the network and three-dimensional sense of knowledge, so that people can not find the connection point and internal logic of knowledge. This is not only the reversal of teaching order, but also the renewal of teaching ideas and teaching objectives. Compared with structural quality, process quality can predict the development of preschool children more effectively. It should be the core of preschool education quality evaluation. However, due to the dynamic nature and complexity of process quality, it is difficult to define and evaluate. The summative evaluation refers to an evaluation of the assessment at the end of the teaching work. It is generally the method of examination or examination to diagnose whether the teaching activity has achieved the expected course objectives. For example, through the evaluation activities of preschool education professional teaching quality, the university management department can grasp the degree of preschool education professional education development, and then timely adjust the policy requirements of the professional development process to make it suitable for its own development.

3. Suggestions on the ideal and the gap between the ideals of preschool education theory teaching in normal universities

3.1 Preschool education theory research should face the practice of preschool education

The theory's guidance to practice is mainly achieved through the use of theoretical learners as an intermediary. At present, the direct purpose of many preschool education researchers engaged in theoretical research does not point to influencing practice, but to pursue the publication of theory and the satisfaction of personal interests. Putting learning in the context of research small topics is not only a prerequisite for stimulating students' curiosity and creating impulses. Moreover, it is the premise for students to absorb knowledge and exercise their thinking ability. The problem should exist in the whole teaching process. The teaching activities should be carried out around the exploration and solution of the problem from beginning to end. Outcome quality assessment is an examination of the effectiveness of preschool educational institutions on children, including physical and mental health and movement, cognition and inquiry, language and communication,

social and emotional, aesthetic and performance. Most vocational colleges adopt the final evaluation method, which mainly focuses on the final examination. The students' learning effect mainly depends on the one-time score of the final examination. Analyse whether the teaching quality evaluation index system can reflect its professional requirements, constantly improve and improve the content of the index system, reflecting the characteristics of professional development. Fortunately, the phenomenon of neglecting the professionalism of preschool education is gradually being reversed. Some scholars have written articles to demonstrate the professionalism of preschool education. Every practice is based on the previous practice and theoretical study, which is more effective.

Among them, regarding the study of educational theory, an open-ended question is designed, that is, "What is the biggest difficulty for you to study professional theory at present? The author now arranges the sentences with higher frequency in the students' answers as shown in Table 2.

Table 2 What is your biggest difficulty in learning professional theory at present

The Use of Skeptical Theory Learning	Confused about the significance of theoretical learning;
Internal Rong Abstraction in Theory Learning	Feeling Abstract and boring;
Theoretic teaching method is dull	Class is too boring to listen to; class does not understand; no interest;
Theory is easy to forget and can not be used in practice.	It is difficult to translate theory into practice and not practical.

3.2 The teaching of preschool education theory should face up to students' tacit knowledge

In the process of teaching explicit knowledge to students, teachers must be aware of the existence of students' original tacit knowledge. The level of ability goal includes the ability to diagnose and analyze problems in higher education by using the theory of early childhood education. These tacit knowledge is the understanding of education and teaching acquired by students in their more than ten years of education experience. It has been deeply branded in students' cognitive structure, affecting students' construction of explicit knowledge and dominating students' practice. But students can not consciously realize the existence of these tacit knowledge. The research-based teaching based on the concept of research-based learning puts the presentation of problems in front of it, and takes solving problems: small research topics as the introduction point of teaching. At the same time, some people believe that promoting the development of young children is the fundamental purpose of setting up preschool education institutions. If we want to evaluate the quality and efficiency of preschool education, we must consider the development level of young children. There are also some pre-school education mathematics learning effects assessment consisting of two parts: the usual results and the final results. In the process of skill teaching, the teaching of bombing, singing and jumping is integrated with the professional art education, which cannot be effectively combined with the theory of preschool education and lack of professional development characteristics. The practical teaching instruction manual should be formulated and exchanged by pre-school educators such as university teachers and college teachers in order to better adapt to specific needs.

4. Conclusion

The pre-school professional course examination method can be combined with the formative assessment and the final assessment according to the teaching content. Only this kind of knowledge incorporated into the cognitive structure can truly guide people's practical behavior. Research refers to the teaching and learning process. In the course of research, students often use divergent thinking to learn creatively, regenerate information on the basis of acquiring, screening and processing information, and solve practical problems. At present, the parents' scientific parenting ability is generally low, and it is urgent to raise the level of parents' scientific parenting. It is helpful for students to develop good study habits and is conducive to the diagnosis and revision of school teaching work. It is a kind of evaluation standard more suiTable for professional students. In a word,

the success of teaching quality evaluation of preschool education specialty will reflect whether teaching quality management is in place or not, which is related to the improvement of preschool education specialty teachers' professional quality. At the same time, it is also related to the quality of pre-school education students' training and whether the graduates of pre-school education can meet the needs of society for pre-school education professionals. This kind of self-interest and short-sighted behavior is not conducive to the lifelong development of the educated. Nowadays, with the vigorous development of preschool education, the demand for high-quality preschool teachers is increasing day by day. Therefore, improving the teaching quality evaluation process is a long-term exploration and improvement work.

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