

# Research on Interactive Teaching Model of Courses in Five Areas of Preschool Education

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**Abstract:** The five major fields of preschool education are the teaching methods of preschool education, which contain abundant subject knowledge and educational skills. The purpose of this kind of curriculum is to cultivate the design and organizational ability of future preschool teachers' educational activities, which is the core of improving the quality of preschool teachers. Therefore, in the process of teaching practice of preschool education specialty, the original teaching mode must be reformed in order to meet the requirements of the new era for the training of preschool teachers. Interactive teaching method helps to improve the enthusiasm of students, shorten the gap between teaching situation and actual work, and ensure that students quickly meet the job needs after graduation, which helps to realize the transformation from students to teachers.

## 1. Introduction

Interactive teaching mode is a multi-directional and multi-level process of interaction between teachers and students as a whole, between teachers and students, between teachers and students, between students and students, between students and students, and between students and students. It can be fully utilized by deepening and optimizing the interactive mode of teaching. Various teaching elements related to learning, adjust their relationship and internal interaction, promote students' active learning and development, and form a harmonious interaction of multi-angle, multi-level, multi-mode and multi-subject, so as to produce teaching resonance and improve teaching quality and efficiency in an all-round way.

The implementation of kindergarten curriculum is presented in five fields: health, language, society, science and art. Compared with other courses, kindergarten curriculum has its own particularity. This kind of curriculum includes three kinds of contents, namely, knowledge of related subjects, educational theory and educational skills. Educational theory should solve the problem of how to integrate subject knowledge into kindergarten's educational activities. Educational skills are the necessary ability to implement educational activities. How to effectively and reasonably implement the teaching contents in five fields of kindergarten is the key to improve the educational practical ability of normal school students of this specialty. However, at present, there are few studies on curriculum implementation in five major fields. The implementation of this kind of curriculum in the surveyed normal universities is almost no different from that of other courses, which fails to reflect the particularity of this kind of curriculum.

## 2. Current problems in preschool education curriculum

(1) The teaching classroom lacks interaction and is dull. The theoretical course of preschool education specialty lies in imparting theoretical knowledge of students' preschool education specialty. However, due to the relatively lagging pace of the reform of teaching materials, the lack of sufficient interaction between students and teachers in classroom teaching, the monotonous lecture mode, students' attention in class is not easy to concentrate, easy to be attracted by other things, or students are willing to be "browsers" in the classroom, ignoring teachers' teaching, low activity, dull classroom atmosphere, which is not conducive to teaching. High efficiency and high quality deployment.

(2) The view of teaching lacks scientificity. Traditionally, teaching is dominated by teachers,

students passively accept knowledge, attach importance to theory rather than practice, and attach importance to results rather than process. Generally speaking, the scientificity of preschool education theory curriculum teachers' teaching outlook has been improved, but there are still some teachers whose teaching efficiency is not high and the quality is not good. The main position of students in teaching is buried, which is not conducive to the cultivation of students' innovative thinking and ability, and also to the development of students' personality.

(3) The students' foundation is weak. On the one hand, some students have poor learning ability, bad learning habits and difficult to learn professional knowledge and skills. On the other hand, preschool education majors are younger, lack of social experience, lack of understanding of children's psychological characteristics and behavioral habits, and have not yet formed a stable professional interest and professional thinking. Children's psychology, listening and speaking, preschool children's education, preschool children's health and care and other subjects are relatively unfamiliar to them. Some students' theory course learning is not smooth, and they are prone to lose confidence and enthusiasm in the process of learning.

### **3. Connotation and Characteristics of Teaching Interaction**

As a special social interaction activity, how to understand its characteristics, scholars at home and abroad believe that all teaching is complex, high-density, diverse forms of communication and cooperation in a certain social context. Based on this understanding, we can discuss the basic characteristics of interactive teaching from the following aspects:

(1) Interactive teaching refers to the construction of meanings between subjects mediated by spiritual objects. Teaching subject refers not only to teachers, but also to students. Students are a concept with abundant extension. It can refer to students as individuals, students as a group and students as a whole. Teaching intermediary mainly refers to the promotion of students' cognitive development, spiritual enrichment, personality improvement of spiritual culture and scientific and technological knowledge. Interactive teaching breaks the narrow vision of traditional teaching, which regards teaching as only a special cognitive process, and then regards teaching as a life communication activity.

(2) The value orientation of interactive teaching is to develop students' subjective personality

Traditional teaching attaches great importance to the imparting of knowledge and skills, and the concept of acquiring knowledge and skills as the basic value of teaching is increasingly challenged by modern teaching theory. Modern teaching requires the establishment of the basic values of developing students' personality and personality. Interactive teaching affects students' understanding of the surrounding world and promotes students' personality development and subjective personality formation. It focuses on the subject's open mind, personality, potential development and creative emancipation, so that students can acquire knowledge, skills, habits, values, attitudinal rationality and behavior patterns that meet the specific social requirements, thus becoming members of the society with independent personality.

(3) Interactive teaching is not a simple handover of text knowledge, but a combination of knowledge in textbooks and reference materials, knowledge that students already have, and knowledge that teachers possess in a specific classroom. These three ideas integrate, modify and develop knowledge, so as to realize the dialogue of mind, the exchange of emotion and the blooming of personality. In interactive classroom teaching, teachers care about and trust students, encourage and expect students to succeed, support and guide students to innovate. Inter-subjectivity understands each other, forming an equal and symbiotic relationship of interconnection, mutual assistance, mutual evaluation, mutual promotion and interaction. Interactive teaching has become the most common and basic teaching form in modern teaching mode.

### **4. The Significance of Interactive Model in the Implementation of Preschool Education Professional Courses**

There are two key elements in the interaction model: context and interaction. The former

requires teachers to combine students' actual learning ability, life experience and actual teaching situation in the course of classroom teaching, and create a familiar and realistic teaching situation according to the teaching objectives and design. In this teaching situation, students can actively find problems, analyze problems, find solutions and ways to solve problems, and reflect on and summarize problems. The latter requires teachers to cultivate students' learning habits of cooperative interaction, which is reflected not only between teachers and students, but also between students and students. Teachers set up some problems according to teaching objectives, let students think independently, cooperate and communicate, highlight the main position of students in teaching, in which teachers play the role of guide, which is a breakthrough and innovation of traditional teaching mode. Situational interaction mode is of great significance in the teaching of theoretical courses of preschool education in secondary vocational schools.

(1) To stimulate students' enthusiasm for learning and improve the quality of teaching. Teachers create specific teaching situations so that students can be in a familiar and practical teaching atmosphere. Students can actively participate in the teaching activities in such an atmosphere, through their own independent thinking and cooperation to explore and find problems, analyze problems, and find solutions to problems. In this process, students' attention will be highly concentrated, not easy to disperse, and their enthusiasm for learning will be high, which will help to create a good classroom atmosphere, thus improving the teaching quality and teaching effect of theoretical courses of pre-school education in secondary vocational schools.

(2) To cultivate students' imagination and promote their thinking development. Teachers of theoretical courses of preschool education in secondary vocational schools create a specific teaching situation for students in the process of adopting situational interaction model. In this situation, students can solve independently according to their previous knowledge, or work together with other students. Students can fully develop their associative imagination, think from various perspectives and find effective ways to solve problems from multiple dimensions, which is conducive to cultivating their imagination and innovative thinking, and promoting the all-round development of thinking.

(3) Highlighting students' principal position and enhancing their learning ability. The advantages of situational interactive teaching mode lie in creating a situation related to teaching, in which students fully participate in the activities, highlight the students' principal role in the teaching process, fully respect the students' principal role, let students learn to think independently and explore cooperatively, for questioning existing conclusions, putting forward new ideas for solving problems and opening up new horizons. To draw new conclusions, instead of simply accepting the knowledge taught by teachers, they are self-confident.

## **5. The Construction Process of Interactive Teaching Model in Five Domains**

The teaching of the five major fields of preschool education is to cultivate preschool teachers' basic vocational skills and educational and teaching abilities, guided by the needs of kindergartens. The overall design of teaching is student-centered and practice-centered. In the school practice part, students lay a good foundation for the actual teaching of kindergartens through a series of interactive practical teaching training. The process is from the accumulation of explicit theoretical knowledge to the acquisition and construction of tacit practical knowledge and skills.

In this process, students through theoretical learning, clear tasks, joint discussion, scheme design, simulated trial teaching, self-evaluation to improve the six-step interactive teaching activities, in the whole teaching process, reflect on interaction, and the interactive objects are diverse, mainly in the process of teacher-student interaction, case-watching activities in the practice process. The teacher-teacher interaction, the student-student interaction in group activities, and the student-child interaction in simulated teaching can construct a multi-dimensional interaction system.

(1) Theory learning. We should adopt the principle of sufficient theory to make sure the content of social education for preschool children.

(2) Clear tasks. In order to cultivate students' clear task awareness in the learning process, students are consciously guided to the environment of active learning with tasks.

(3) Discuss together. In order to enable more students to speak freely and promote each other in groups, we use the steps of group discussion - representative speech - teacher's summary to prompt students to quickly convert their existing perceptual knowledge into theoretical knowledge which is instructive to practice.

(4) Scheme design. Through discussion and mutual assistance among group members, students cooperate with each other and discuss together to complete the design of educational activities and promote together.

(5) Simulated teaching. Team students cooperate with each other, through the specific implementation of Kindergarten Teaching Perception Teaching situation, experience every link of kindergarten social education teaching in the simulated classroom, just like being in the kindergarten teaching scene, deal with the problems in the process of kindergarten teaching, easily obtain kindergarten education teaching experience, improve education and teaching ability.

(6) Improvement of reflection. In view of the problems in the process of simulated trial teaching, we should guide the students to carry out self-reflection and discussion, find out the problems and solve them in time, so as to integrate the practical experience and lay the initial foundation for the future kindergarten teaching.

## **6. Ways of Interactive Teaching Model in Five Areas of Pre-school Education**

According to the nature of kindergarten curriculum in five fields, the learning objectives of this kind of curriculum can be divided into four levels: first, the comprehension of subject knowledge and educational theory; second, the formation of educational skills; third, the strengthening of curriculum awareness; and fourth, the enhancement of educational practical ability. Through interactive teaching mode, these four parts can be organically integrated.

(1) Strengthen the interaction between teachers and students. The teaching content of theoretical course of preschool education major is mainly theoretical knowledge of preschool education major. The knowledge points of principles, concepts and rules in the textbooks are theoretical. If teachers only explain definitions and conclusions in an orderly manner in accordance with the usual practice, the teaching content will be dull and tedious, and students will not easily understand Abstract knowledge, which will easily distract their attention and lose interest. Situational interaction mode requires teachers of theoretical courses of preschool education in secondary vocational schools to strengthen their interaction with students. In a good teaching situation, arousing students' interest in learning and vividly describing concepts can improve the quality of teaching and help students master educational theory before school.

(2) Strengthen the interaction between students. Situational interaction mode can also be achieved through situational interaction between students. Situational interaction between students is to enable students to achieve a certain teaching goal through inquiry and cooperation, such as the teaching content with the nature of performance can be achieved through this. Teachers can let students perform interpretation of a teaching point in front of the whole class, so that other students can enter a specific teaching situation. This unique and completed teaching mode can cultivate students' interest in learning, activate the classroom atmosphere and improve students' teaching practice skills.

(3) Strengthen the connection between teaching and environment. Teaching process is not only the interaction between teachers and students, students and students, but also the interaction between students and teaching environment. The teaching process is bound to have a great connection with the teaching environment. Teachers should consciously look for all factors that can promote teaching in the surrounding environment, use these factors to strengthen the interaction between students and the teaching environment, improve the quality of teaching, and strengthen students' understanding of the connotation of teaching.

## **7. Summary**

Introducing the interactive teaching mode into the teaching of preschool education specialty

courses, students and teachers not only complete the preliminary accumulation of theoretical knowledge, but also are familiar with the specific teaching steps and teaching methods of activity guidance in five fields, and complete the accumulation of explicit knowledge, which lays a solid foundation for the future career of preschool teachers.

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