

Exploration and Practice of Practical Teaching of Pre-science Majors based on the Integration of Rationality and Reality

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Abstract: Practical teaching is an important part of the whole teaching system. It is a teaching process corresponding to theoretical teaching. It is an important teaching link for cultivating students' practical ability and cultivating innovative talents. The practical teaching of teacher education in pre-primary education should be based on the ability requirements of professional talents in professional positions, and set up a full-course practical teaching system that is compatible with the goal of talent training, with the education skills of preschool teachers as the core and complementing the theoretical teaching system. . This kind of system should make the practical teaching and the theoretical teaching complement each other, connect with each other, closely cooperate, and screw into a "one strand" to jointly promote the achievement of the goal of talent training.

1. Introduction

"Teacher Education Curriculum Standards (Trial)" clearly puts forward the basic concept of "practical orientation", while emphasizing "teachers are reflective practitioners". In education and teaching, "enhance practical consciousness", "develop practical ability" and "form practical wisdom" In the course goal setting, the target areas of "education practice and experience" are specifically put forward, and specific specifications and requirements are also put forward for the time and content of higher education practice teaching. Based on the development needs of students, our preschool education program has built a two-module and three-link practical teaching system (ie, intra-campus practice and off-campus practice. The practice in the school includes classroom practice, curriculum training, and intra-school activities; Including education, internship, and internship. Through a phased and step-by-step integrated practice teaching system, a practical teaching mechanism is established before and after convergence, goal stratification, and layer by layer improvement.

2. The research objectives and methods of this achievement

The pre-school education program at the specialist level mainly trains the application-oriented professionals who have comprehensive development of moral and intellectual development, systematically master the basic theories and professional knowledge of modern pre-school education, and have high business ability in pre-school education, research and management. According to the training objectives and training requirements of the pre-school education professional level, the target system of practical teaching can divide the skills of pre-school education students into art skills, sports skills, design skills, education skills, communication skills, scientific research capabilities, etc. On the other hand, it also pays attention to cultivating students' ability to transfer their vocational skills. Through systematic training, students can meet the requirements of training specifications and training objectives, so that students can adapt to the actual needs of kindergarten first-line education and teaching work when they graduate. Specifically, the objectives of practical teaching in preschool education should include the following:

First, enhance the practice of emotional and practical concepts, stimulate students to love

children, love the emotions of early childhood education, cultivate a serious and responsible, meticulous work attitude and hard work, perseverance of work style, cultivate the spirit of exploration and innovation. Second, to enable students to acquire knowledge, broaden their horizons, enrich and activate students' professional thinking, deepen their understanding of theoretical knowledge, and then correct, expand and innovate theoretical knowledge in practice. Third, the medium of this skill and professional technical skills, so that students have the professional qualities and abilities of engaging in early childhood education, mainly including two aspects: first, practical ability; second, professional quality; third, innovation and entrepreneurial ability; fourth, acquiring occupation The ability to qualify for a certificate. Fourth, the preschool education students' skills training and career education are closely combined, so that students can learn to be a person, learn to do things, learn to learn, learn to cooperate, and combine the professional growth of students with their lifelong development. Students successfully embark on the job to create conditions, and lay the foundation for their lifelong development.

3. Constructing a full-course practical teaching content system that complements the theoretical teaching system

Course teaching is an important way to improve students' practical skills, including professional courses, activity courses and quality courses. It should not only pay attention to the training of teachers' foreign language, computer, Mandarin and other professional skills, but also pay special attention to music, art, dance, etc. The learning and mastery of pre-school education professional skills adopts the classroom teaching mode of “teaching-oriented, student-oriented, training-oriented, and ability-oriented”. Teachers emphasize bilateral activities with students in classroom teaching. Focus on improving students' professional application ability. All theoretical courses must be based on the practical syllabus, and a certain amount of practical teaching time should be arranged. All teaching methods should be based on practical teaching. At the same time, the assessment of course teaching should highlight the skills assessment.

Kindergarten practice is divided into kindergarten education apprenticeship and internship, and kindergarten field activity research. It is an important form of preschool education professional practice teaching. The specific practices can be as follows: First, establish a preschool education practice base and maintain a long-term stable cooperative relationship with the practice base. The second is to enrich the content and form of educational internships. Combine different internships such as game internships, kindergarten teaching internships, class management internships, and health care internships, so that various internship contents complement each other and improve students' educational and teaching ability; focus on internships, decentralized internships, interspersed internships, and internships. Get up and make various types of kindergarten internships complement each other to improve the adaptability of students when they are employed. The third is to extend the time of educational internships. The kindergarten practice class will be used to visit kindergartens, education surveys, psychological surveys, game internships, graduation internships, and activities in various fields to conduct the whole process of education, and to train students to apply professional knowledge and skills to solve practical problems, independent thinking and independent work. ability.

4. Distinctive features of the “Pure and Integrated” teaching model

Theory guides practice, and practice is the source of theoretical formation and an important indicator of test theory. Theory and practice are complementarities that complement each other and promote each other. However, most current pre-school education theory courses still follow the traditional curriculum teaching methods, that is, the theoretical teaching and practical teaching in the same professional course are completely separated. For example, the course “Preschool Observation and Evaluation”, one of the core courses of pre-school education, is divided into two courses, theoretical and practical. The theoretical class only explains definitions, concepts, methods, principles, etc. The training is only responsible for teaching students to observe, record and analyze

different children's activities. Moreover, because the teaching time schedule can not be synchronized between the theoretical class and the practical training class, it is not that the practical training course is far ahead of the theoretical class, that is, the practical training class lags far behind the theoretical course, which is bound to result in theoretical and practical teaching. The serious disjointed, the teaching of the two courses can not be complemented. The rational and integrated teaching mode is to integrate the theoretical teaching with the practical teaching content, integrate the theory with the practical content, and realize the theory through the theory guiding practice and the practice deepening theory in one teaching activity. Organic integration.

Teachers are the key to organizing teaching activities and are also the top priority in improving the effectiveness of classroom teaching. When organizing teaching activities, teachers should not only be familiar with the theoretical knowledge of the subject, but also need the skills that the students need to master the knowledge of the subject. Only in this way can the knowledge and skills be organically combined in the preparation and teaching process. Teachers who are not theoretical courses will only teach theoretical knowledge. Little is known about some professional skills. Teachers of professional skills only know how to teach students some skills, but they cannot link them with theoretical knowledge, so the students who are trained are still Talents whose theory and practice are out of touch. The pragmatic and integrated teaching model requires teachers to develop in the direction of dual-skills. They are not only familiar with professional knowledge but also familiar with the corresponding professional skills. At the same time, they must develop their teaching ability in a leading direction. Only these three capabilities are available. Teachers can fundamentally realize the blending of students' knowledge and skills.

5. Exploring the organization and implementation model of the theoretical curriculum of preschool education majors of “practical integration”

The traditional disciplinary center curriculum model is centered on the subject, emphasizing the systemic nature of the discipline itself. The theoretical curriculum is separated from the practical curriculum. Each of them exercises its own content, which makes theory and practice have become two parallel lines that never intersect. The professional growth of preschool education students is a process of comprehensive development of knowledge, skills and abilities. Knowledge and skills, theory and practice are not completely separate individuals, and they are mutually derived and interacting relationships. Knowledge is the understanding of skills. Cognition and guidance of skills, skills are the use of knowledge and create rich knowledge; if the theory lacks the support of practice, it is on the paper, and the practice lacks theoretical summarization and refinement, and will never stand taller. ,go further. Therefore, in the preparation of the curriculum system, the theoretical time and the practical time are integrated into one, each lesson is integrated with relevant theoretical explanations and combined with the corresponding practice observation or practical operation, such as the preschool child accident treatment in Preschool Hygiene. This part of the content can be combined with the original method explanation and the subsequent practice, combined with the students' own exercises in the explanation of the processing method, so that theory and practice, knowledge and skills become an organic whole, learning The content is no longer boring and monotonous, and the content of learning becomes an interesting exercise. Students learn to be interested and teachers are effective.

The "practical integration" teaching model requires teachers to grow into a "double-type" talent, that is, teachers must have solid professional theoretical knowledge and skilled operational skills. Although it is believed that theoretical concepts still exist as long as the theory of theory still exists, in contrast, more situations are the lack of teachers' practical ability. From graduation to teaching, teachers do not have many opportunities to learn about preschool education institutions such as kindergartens and parent-child parks. Although there are opportunities to guide students internships, but because of the busy coursework, this kind of guidance is also a little watery, and the effect is not great. Therefore, in the classroom, it is impossible to combine the actual teaching of pre-school education to make the students feel that the theory is empty and it is difficult to guide and help the future work. Therefore, as the key to the implementation of the theoretical curriculum of preschool

education majors, the professional teachers should not only pay attention to the continuous updating of relevant theoretical knowledge, but also use the real resources of kindergartens to communicate with them and improve their practical teaching ability. For example, after the promulgation of the Guide for Learning and Development of Children Aged 3-6, I participated in relevant training activities, carefully studied the requirements for the organization of activities in the field of kindergarten health, and learned in detail in kindergartens that kindergarten teachers are implementing these requirements. When using the methods and existing problems, the knowledge and reality are organically combined with the students in the classroom teaching, and the teaching effect is achieved.

The "integrated and rational" teaching mode is very different from the traditional classroom teaching, because the "integration of rationality" teaching is to let the students practice when the teacher teaches the theory, so that the students should participate in the hands-on, dynamic, and brain-moving Learning, students can learn theoretical knowledge in practice. It can be said that the practice is the main, the combination of rationality and practice; the main practice, the combination of practice and practice; the practice while talking, the practice in the practice, the practice in the lecture; the use of physical objects, models, wall charts, slide projections and television recordings, etc. Guide students to listen and listen first. After first-hand analysis, it is the main method to implement the "integration of rationality" teaching. Therefore, teachers should make full use of the professional training room as the main place for teaching activities when organizing teaching activities. Because the professional training room not only has the basic functions of ordinary classrooms, but also has various corresponding teaching hardware. And the operation materials can effectively realize the efficient learning while practicing and practicing while practicing. For example, the "Pre-school Hygiene" course can be carried out in the Children's Health Assessment and Conservation Health Room.

6. Conclusion

The design of the "practical integration" teaching model not only conforms to the rules of preschool education, but also conforms to the cognitive rules of preschool education students. Its effective implementation has stimulated students' enthusiasm for learning, cultivated students' comprehensive ability and innovative ability; strengthened the combination of theory and practice, broke through the inherent mode of the organization and implementation of theoretical courses, and allowed preschool education students to "theory" Practice-theory has grown more solidly and rapidly in the process of continuous cognition and practice.

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