

Research on the Objective Confirmation of Early Children's Literature Curriculum Based on Kindergarten Teacher's Professional Standard

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Abstract. Colleges are confronting the problem that early children's literature curriculum objective isn't clear. The Kindergarten Teacher's Professional Standard issued by the Ministry of Education in 2012 is the main basis for colleges to determine the curriculum objective of preschool education majors. According to the professional standard, combining with the characteristics of early children's literature curriculum, the writer points out that the teaching objective of early children's literature curriculum is to absorb the spiritual connotation of early children's literature, while improving humanities accomplishment. The curriculum also aims at recognizing the characteristics and importance of early children's literature and cultivating the ability to accumulate, appreciation, interpret, create and apply early children's literature.

1. Introduction

In 2012, the Ministry of Education issued Kindergarten Teacher's Professional Standard (hereinafter referred to as "the standard"). The basic principle of the standard is teacher's ethic first, children-oriented, ability focused and lifelong learning. The basic contents of the standard include professional concept, teacher's ethic, professional knowledge, and professional ability, etc. There are 62 contents in total. The recommendation and implementation of the standard is the main basis for the education administrative departments, colleges with preschool education, kindergartens and kindergarten teacher to promote work and seek development.

For a long time, early children's literature curriculum has problems of unclear curriculum orientation, insufficient attention paid by teacher and student, low teaching requirements, loose teaching process, and unitary learning evaluation. Therefore, with the current situation of teacher education professional certification, it is necessary for colleges to carefully make a study of the Kindergarten Teacher's Professional Standard, and determine the objective and requirement of the early children's literature curriculum, meanwhile serving professional talents cultivation and satisfying students' needs of entering work.

The second part of the standard can be divided into three dimensions, namely "professional concept and teacher's ethics", "professional knowledge" and "professional ability". The confirmation of the curriculum objective is generally measured in three aspects of emotional attitude, cognition and ability. When we consider the corresponding relationship between the standard and the curriculum objective from the perspective of connotation, it is not difficult to find that "professional concept and teacher's ethics" corresponds to the goal of emotional attitude, "professional knowledge" to the goal of cognition and "professional ability" to the goal of competence. Of course, the division of the three dimensions of the standard is a way to better understand the basic content of the standard. The three dimensions should be integrated ultimately. Moreover, the three aspects of the curriculum objective have the same characteristics. The detailed correspondence analysis here is only to better understand the relationship between the standard and the curriculum objective, and does not deny the need to integrate the three dimensions in the specific teaching process.

2. Establishment of the Emotional Attitude Objective of Early Children's Literature Curriculum, according to the Standard of "Professional Concept and Teacher's Ethic"

In terms of professional concept and teacher's ethic in the standard, the second aspect is "attitude

and behavior toward children", corresponding to the content of article 8, "trust children, respect individual differences, and take the initiative to understand and meet different needs which is conducive to children's physical and mental development". In actual teaching, one cause why the teacher and student don't attach importance to early children's literature is that for the adult student the early children's literature is too simple and obvious; there is no need to cope with spending much energy. On the other hand, they usually think young children can't appreciate early children's literature as spiritual dialogue, and kindergarten teacher doesn't have to be serious with children's need for early children's literature. It shows the lack of cognition and trust in children's appreciation ability. "They (infants and young children) are naive, puerile, curious and eager to learn. They like to observe and perceive people, things and objects around them with their own eyes and hearts. They are eager to express their emotions in their own way.[1] In fact, many early children literature workers found that young children have considerable appreciation potential. Literature is "human study", as natural human, young children have the characteristics of natural close to early children's literature.

The curriculum of early children's literature is human learning. Through the study of early children's literature, student of preschool education major can feel children's innocence and fun, experience the pure spiritual beauty of the world of early childhood, understand the humanistic feelings of early children's literature, and taste the artistic charm of "clever as clumsy, heavy as light". "Preschool literature does not take any ideology, nor does it care about any cultural background. It only expresses the common thing in human hearts, the 'original mind' of all mankind." [2] Students majoring in preschool education should not only understand the theory, but also feel these emotions, attitudes and values from specific learning activities, to improve their humanistic quality.

In the process of organizing students to learn, the teacher should sensitively capture the true feelings of students and give appropriate and timely affirmations. Meanwhile, the teacher should set up opportunities for student to freely express true feelings while learning, let students inspire and educate each other, and guide the development of student's emotional attitude.

Therefore, clarifying the emotional attitude objective of the early children's literature curriculum is to respect student's real experience in the learning process and activities. The student should be promoted to realize the rich and pure spiritual connotation contained in early children's literature, and improve the humanistic quality, meanwhile respecting and believing that children have the potential to appreciate early children's literature.

3. Establishment of the Cognitive Objective of the Early Children's Literature Curriculum, according to the Standard of "Professional Knowledge"

In terms of professional knowledge in the standard, article 22 refers to "mastering the characteristics and rules of children's physical and mental development at different ages and strategies and methods for promoting children's overall development". This article requires student majoring in preschool education to master the rule of children's language development, as well as relevant psychological and pedagogical knowledge. "The construction of the early children's literature curriculum needs to grasp that literature is the characteristic of 'human study', combine psychology and pedagogy organically, select the contents from the needs of early childhood development, and design the teaching process from the needs of learners.[3]

In terms of professional knowledge, article 32 of the standard is "having certain knowledge of the natural sciences and the humanities and social sciences". As humanities and social science, early children's literature has some basic knowledge, including development history of Chinese and foreign early children's literature, general characteristics of early children's literature, stylistic characteristics of various early children's literature, as well as similarities and differences among different styles of early children's literature. The knowledge should also fall within the scope for preschool education students to master.

In terms of professional knowledge, article 33 refers to "understanding the basic situation of Chinese education". The application of early children's literature in modern education, whether

kindergarten or family education, its status is getting higher and higher. Obviously, according to the standard of this article, it is necessary for student majoring in preschool education to know the application of domestic and international early children's literature in early childhood education.

In terms of professional knowledge, article 34 is "possessing the knowledge of art appreciation and expression". Specific types of early children's literature have respective characteristics, such as nursery rhymes and children's poems; there are similarities and differences between them. The questions are how to appreciate them and how to show them for young children to appreciate. According to article 34, apparently, preschool education majored students should master how to appreciate and perform specific knowledge of early children's literature.

Teacher should carry out theoretical discussions with student in class, strengthen the teaching of theoretical knowledge in the above four aspects, and make clear that early children's literature curriculum should be positioned as mastering stylistic knowledge of early children's literature, appreciating and expressing knowledge of early children's literature, and applying early children's literature to educate children.

4. Confirmation of the Ability Target of Early Children's Literature Curriculum, according to the Standard of "Professional Competence"

In terms of professional competence, articles 38, 40, 42, 49, 50 and 51 can all be used as standards for benchmarking early children's literature curriculum. For example, article 38 is "creating an educational environment conducive to children's growth, learning and gaming." Children's literature works, such as a picture book, which can be used as resources at the book corner to form an educational environment to promote children's learning. The above-mentioned aspects are the application of early children's literature in kindergarten education, including environment setting, sector arrangement, resource utilization, random education, planned education, games, active learning and other aspects that can play a role.

Obviously, an important aspect of the competence goal of early children's literature curriculum is the application of early children's literature in early childhood education activities. At the same time, the realization of this competency goal of early children's literature curriculum also needs to be based on the multi-level grasping of preschool education student's literature works, that is the ability to accumulate, appreciate, interpret and create specific works of early children's literature.

Taking children's literature works as the object, student needs to finish ability training at five levels: accumulation including familiar with works reading and recitation, appreciation including works analysis and aesthetics, interpretation including works recitation, storytelling, performance, etc., creation including secondary adaptations of literature works, and self-created works; The application not only refers to the selection and utilization of children's literature works in preschool children's literature works reading education activities, but also refers to the selection of children's literature works in other educational activities such as language, society and art, daily life sectors, environment creation and other aspects. These five aspects show the relationship between the gradient rises of competency requirements.

The teacher has five gradients requirements to the student, and around competence requirements of the five gradients, the teacher should carry out a variety of learning activities, such as poetry readings, literary association, storytelling, picture book making, children's dramatic performance, picture book education teaching presentation activities, etc. Applying various forms of classroom teaching, releasing group cooperative learning potential after class, integrating the rich network resources, promoting student's autonomous learning, stimulating student's interest in learning, and improving student's learning achievement are practicable approaches.

"Preschool education department has set up early children's literature curriculum for years. Many teachers cannot answer this question that what kind of ability should be cultivated for student majoring in preschool education."^[4] According to Kindergarten Teacher's Professional Standard and based on the above analysis, early children's literature curriculum should aim at cultivating student's ability in accumulation, appreciation, interpretation, creation of early children's literature works and application during preschool education.

5. Conclusion

In a word, the Kindergarten Teacher's Professional Standard is an important basis to confirm the teaching objective of early children's literature curriculum. According to the basic content of Kindergarten Teacher's Professional Standard, we can determine that the objective of early children's literature curriculum is to absorb the spiritual connotation nutrition of early children's literature, while improving humanities accomplishment. It also aims at recognizing the characteristics and importance of early children's literature and cultivating the ability to accumulate, appreciation, interpret, create and applicate early children's literature. The establishment of the objective is also in line with the basic concept in the standard: teacher's ethic first, as the future preschool teacher, the promotion of humanistic quality is the primary goal; Children oriented, is to find and respect children's real needs for early children's literature, to serve children's development by applicating early children's literature; Ability focused, is to highlight the competence exercise in the learning process of early children's literature curriculum; Lifelong learning requires the learning of early children's literature should be a continuous process advanced in reflection. Under the current situation, as preschool education teachers, we need to know the standards thoroughly to better position the curriculum objective. During the professional construction of preschool education, it is needed to grasp the spirit of the standard in general, do the professional construction with a clear goal, achieve unity and efficiency from the formulation of the talent program and the establishment of curriculum standard to the implementation of graduation requirements and cultivation objective.

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