

Research on Gender Differentiated Curriculum System for Talent Training of Preschool Education Specialty

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Abstract: As the embryonic stage of formal school education, preschool education is very necessary to carry out correct gender education for children. It is not only related to children's normal social communication, love, marriage and family life in the future, but also affects children's psychological development. The ultimate goal of gender education is to help children develop a sound personality. It is of great significance to find ways to solve the dilemma of gender role differences of school-age children from the aspects of traditional gender view, preschool education textbooks and courses, teachers' gender role consciousness and so on.

1. Introduction

As a preschool teacher, we should have excellent quality, be familiar with various educational ideas, and have the basic moral quality and professional quality of preschool teachers. To achieve this, the educational development of preschool teachers still has a long way to go. As the main force of early childhood education, normal universities also attach great importance to early childhood education. However, due to the inaccurate goal orientation of preschool education specialty and the unscientific setting of undergraduate preschool education specialty, it is a problem that needs to be paid attention to and solved in our country. The biggest problem is that in the whole field of preschool education, both front-line preschool educators and undergraduate preschool education students studying in school, the gender ratio is quite prominent. Therefore, normal universities at all levels will ignore the differences between men and women in the curriculum and mostly carry out unified and standardized management and learning, which will lead to deviations in the construction, implementation and evaluation of the whole curriculum system and students' future social adaptation.

2. Market Demand Advantages of Male Preschool Education

Many experts and scholars point out that men form unique educational advantages in kindergarten education because of their gender. Their unique physical quality, positive personality, open and positive way of thinking, special gender roles and gender awareness have a positive and irreplaceable impact on children's development. However, in the cause of preschool education in China, male preschool education has been very slow, and is in a missing state in the whole preschool education circle. The small number of male teachers leads to a serious lack of male preschool education in the preschool field and slow development. The reason for this problem comes from all aspects of economy and society. However, from the perspective of school talent training, the root cause of various pressures faced by male preschool education actually lies in the fundamental differences between men and women in gender, while the one size fits all preschool education curriculum model can not adapt to the gender differences of male students. Finally, male teachers are trained by training female teachers(Li Bangguo,2021).

Male teachers cannot give full play to their own gender advantages, but they continue to strengthen the inappropriateness of gender differences in the field of preschool education, which eventually leads to boys gradually hiding their gender advantages in the process of professional learning and growth, losing their professional positioning in employment, unable to give full play to men's unique advantages in early childhood education, and unable to realize their personal value,

The lack of social recognition is the psychological reason for the resignation of male preschool teachers. To solve this practical problem, we need the joint efforts of society, schools and individuals. At the school level, the development of educational practice courses suitable for boys' gender differences in kindergartens in five regions is a basic measure to highlight the gender advantages of male preschool teachers. Through individualized teaching, male preschool teachers can find their own professional orientation in the process of learning and employment. It is an effective way to improve male preschool teachers' sense of professional belonging and personal values, and finally solve the practical problems of a few preschool teachers. The quality of male kindergarten teachers is low and the loss is fast.

3. Current Teaching Situation of Preschool Education Courses

In recent years, the development of preschool education in China has confirmed the trend of preschool teachers' specialization. The state pays more attention to the development of undergraduate preschool education in normal universities. The proportion of preschool education graduates entering kindergartens and participating in front-line education has increased significantly, and the demand for preschool education graduates in the preschool education talent market is also increasing. Improving the professional quality of undergraduate students in preschool education through preschool education curriculum has increasingly become the key to determine the quality of preschool education. On this basis, according to the gender differences between men and women, it is very necessary to reform and innovate the undergraduate curriculum of preschool education. After years of development, China's preschool education and teaching system has been relatively perfect, but relatively speaking, it mainly focuses on girls' teaching, and boys' teaching is basically implemented with reference to girls' standards. Therefore, there are many problems in the implementation of teaching work, which are mainly reflected in the following three aspects.

1) Lack of teaching atmosphere. As China's preschool education curriculum teaching system mainly takes the teaching of girls as the main content, the relevant curriculum teaching materials are designed for the teaching objects based on the characteristics of girls, and there are few curriculum teaching materials for boys, which leads to the feminization of boys' learning and increases the difficulty of boys' learning.

2) Lack of targeted teaching materials. Because the teaching system of preschool education in China mainly focuses on girls' teaching, the relevant curriculum materials are designed for the teaching objects according to the characteristics of girls, and there are few curriculum materials for boys, which leads to the feminization of boys' learning and increases the difficulty of boys' learning.

3) Lack of separate teaching arrangements. In pre-school education abroad, male and female students are taught separately in a certain proportion, which can enable boys to master skills faster and better. However, due to the small number of boys majoring in preschool education and the shortage of teaching resources, many schools have not set up separate teaching arrangements for boys, resulting in the mixed teaching of boys and girls. It is inevitable to emphasize women's style in teaching, which makes it difficult for boys to study and have great psychological pressure, so it is difficult to achieve good teaching results.

4. The Necessity of Differentiated Teaching for Male and Female Students in Preschool Education

First, we need to correctly understand the physiological differences between male and female preschool teachers in learning. As the male and female students majoring in preschool education enter puberty, there are obvious differences in basic physiological abilities. Boys' bones are hard and lack flexibility, but their explosive power is strong. Girls' flexibility is good, and their physical coordination ability is strong, but their explosive power is small. In the course teaching, in order to give better play to the characteristics of boys and girls, the teaching methods must be different.

Second, there are obvious psychological differences between male and female preschool teachers.

Because of their personality, boys naturally prefer high-intensity sports, such as basketball and football, and most of their movements are feminine(Xin Zhicheng,2021). Boys instinctively lack love for their children, especially in preschool courses, while girls do the opposite. Girls are careful, patient and caring. Their ability to accept preschool education courses and interest in learning are much higher than boys. They have inherent advantages in learning efficiency. As shown in Figure 1:



Figure 1 Preschool education display

In addition, kindergartens also need to pay attention to differentiated teaching and need a large number of male preschool teachers. At present, more and more male children are learning preschool education courses, and female teaching is difficult to meet the market demand. Therefore, the demand for male pre-school education full of masculinity is gradually increasing.

5. Suggestions on the Curriculum of Preschool Education under Gender Differences

Starting from the state, schools and society, we should pay attention to solving the problem of gender differences in preschool education. The art foundation of students enrolled through ordinary higher education is too weak, and some are purely from scratch, which affects the study of college art courses. Some schools introduce students by means of counterpart enrollment. Although this measure ensures the artistic quality of students majoring in preschool education, due to the reduction of technical secondary school students and preschool teachers in recent years, the quality and moral quality of cultural courses are far from meeting the requirements of undergraduate enrollment in preschool education. Therefore, schools should liberalize the enrollment process.

On the basis of specialty, follow the principle of equality between men and women, set up targeted courses and develop teaching in different directions. Schools should optimize the structure of professional courses and implement diversified courses. While considering the curriculum dominated by most girls, they should also create good conditions for boys' personalized learning. Set up flexible professional skill courses for preschool education. While girls learn dance, music and art, boys can also choose projects more suitable for their gender characteristics(As shown in Figure 2). For example, dance and rhythm can be replaced by gymnastics and martial arts. The piano can be replaced by an accordion or wind instrument. Girls can also choose boys' courses when learning courses they are interested in. These courses promote each other, but they are not mandatory. In this diversified curriculum system, boys are more conducive to mobilize learning enthusiasm, establish professional learning confidence, change the backward state of learning, and get rid of the negative sense of the external world brought by their majors. On the solid foundation of basic course learning, we can also pay attention to students' interests and hobbies and teach in professional directions.



Figure 2 Preschool education display

In view of gender differences, increase practical courses and carry out routine teaching practice, teachers should follow the principle of integrating theory with practice. When setting up courses, we should put professional practice courses in an important position. Educational practice includes decentralized practice and educational practice. According to the professional curriculum theory, students are encouraged to practice in the kindergarten once a week, deeply understand all the processes of one-day activities in the kindergarten, and combine theoretical knowledge with practice. At the same time, we often organize students to go deep into rural kindergartens to train students to develop localized curriculum content in combination with rural conditions. However, due to the unstable and insufficient time of decentralized internship, we can adjust the decentralized internship time, go to the kindergarten once or twice a week or every two weeks, and set the internship time to one day to let students understand all the processes of one-day activities in the kindergarten. Therefore, when setting up practical courses, we should take application as the basis, appropriately increase the time of practical courses of preschool education, and provide training opportunities and platforms in a planned, regular and systematic way, so as to achieve better results.

6. Conclusion

Chinese classical dance is an important part of the inheritance of Chinese culture. There are some problems in classical dance teaching in higher vocational colleges, such as insufficient innovation, unreasonable curriculum, lack of appropriate teaching materials, poor students' subjective initiative and so on. Therefore, this paper puts forward the reform and innovation ways of Chinese classical dance teaching in Higher Vocational Colleges from the aspects of improving the quality of classroom teaching, innovating teaching means, absorbing excellent artistic and cultural elements and building an independent inquiry classroom, so as to improve the teaching level of Chinese classical dance in higher vocational colleges, so as to make the younger generation respect and inherit the tradition in a wider range, And actively carry forward the excellent traditional culture of the Chinese nation.

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