

Research on the Teaching Reform Path of Preschool Education Based on Practical Teaching

Tong Yanhua

School of Preschool Education, Kunming Preschool Teachers College, Kunming, 650224, China

tongyh@163.com

Keywords: Practical teaching; Preschool education; reform in education

Abstract: With the attention of the country to preschool education, the teaching of preschool education in colleges and universities shows a trend of continuous development and innovation. Training excellent preschool teachers is an important goal of preschool education reform in colleges and universities. The Ministry of Education clearly requires that the comprehensive quality and teaching ability of preschool teachers should be improved, and practice should be taken as the guidance to obtain the ability to improve themselves and improve themselves, and strengthen the teaching level of preschool education. Based on practical teaching, this paper deeply analyzes the current situation and problems of preschool education, and puts forward comprehensive and targeted solutions, hoping to help preschool education improve the quality of practical teaching and cultivate more practical talents.

1. Basic ideas of practical teaching reform in preschool education

1.1 Pay attention to the generation of practical knowledge

The reform of preschool education and teaching should focus on practical knowledge. It is required that when training students majoring in preschool education, the theoretical knowledge and content learned by students should be constantly internalized and externalized in teaching practice, so as to ensure that the theoretical knowledge learned can be deepened into specific practical strategies. In the specific teaching process of some preschool education majors, it is difficult to ensure that students will be able to transform theoretical knowledge into problem-solving ability [1]. Therefore, in the process of re-training preschool education students, in addition to building professional and systematic theoretical knowledge, students should also be guided to generate practical knowledge independently.

1.2 Pay attention to the full combination of theoretical teaching and practical teaching

Only by implementing theoretical teaching well can we carry out practical teaching on this basis, and the two can blend and develop together. Dewey clearly put forward that the development of teachers should be changed from "empirical method" to scientific method, and practice and theory should be integrated as much as possible, so as to find the unity and combination point between them [2]. This also requires that in the process of reform, we should build teaching objectives around the full integration of theory and practice into the center, and consider that in the process of teaching, we should avoid teaching completely according to the knowledge in books as much as possible, expand knowledge with the real situation in real life, and strengthen interaction and communication with students, so as to achieve the integration of theory teaching and practice teaching.

1.3 Emphasis on training practical teachers with reflective ability

The reform of preschool education and teaching should pay attention to cultivating students' practical wisdom, requiring students to take a rational attitude towards problems in the process of carrying out various teaching activities, and at the same time give correct solutions to these problems. The various factors involved in the teaching process are extremely complex, and teachers can never complete the teaching practice by using only theoretical knowledge. Therefore, it is necessary for

preschool education students to make effective judgments and thinking in specific life situations and cases to build their own practical experience and value system. This is also one of the important directions of preschool education reform.

2. Problems in preschool education teaching based on practical teaching

2.1 Teaching objectives lack practical knowledge and ability content

The implementation and development of teaching activities need teaching objectives as a guide, and it is also the key to ensure teaching quality. In the past, when training pre-school education normal students, they paid special attention to the construction of the theoretical knowledge system they mastered, but paid insufficient attention to practical teaching. However, there is a large distance between too abstract theoretical knowledge and students' actual life, which makes students lack the motivation and initiative of learning. Therefore, in the setting of teaching objectives, students are required to have both systematic theoretical knowledge and practical ability [3].

2.2 The teaching content lacks practicality

First of all, in the process of teaching, the teacher determines the teaching content around the teaching materials. Generally, the teaching materials of preschool education courses have strong practicality, exploration and theory. Through the combination of teaching materials and other teaching materials, it can expand the theoretical vision of preschool education students and help students solve many problems in the teaching process as much as possible. However, in the actual pre-school education classroom, the teaching material has become the core and key, and the teaching is basically centered on "one book". Some teachers even read from the book, only letting students master the content of the teaching material, without expanding the content of the teaching material, which has a negative impact on improving students' practical knowledge and promoting their practical ability. Secondly, the cultivation of students' practical ability is ignored in the actual teaching process. In preschool education, it is emphasized to cultivate students' reflective ability, higher level of teaching ability and more systematic theoretical knowledge grasping ability in the process of identification [4]. But in fact, basically all theoretical knowledge is infused into students' minds in the traditional way in classroom teaching. In the follow-up practice of normal students, it is basically difficult to apply the theoretical knowledge learned to solve the problems in practice.

2.3 The teaching method is too simple

At present, when carrying out practical teaching in preschool education, there is a situation that teachers' teaching methods are too simple, which is not conducive to the effective implementation and development of practical teaching. Teachers still focus on the traditional teaching classroom and do not pay attention to the creation of learning situations, which makes it difficult to apply the theoretical knowledge learned by students to the actual environment and situations. In addition, some teachers are also actively using other teaching methods, that is, they just tell the content of the textbook to the students, and the knowledge content taught is not efficient and too general. In addition, the interaction between teachers and students is relatively small. Basically, teachers take the initiative to ask questions and students take the initiative to answer questions. In the whole class, most students are in a state of passive acceptance of knowledge. Students can not spread their own thinking to actively think about the theoretical knowledge content taught by teachers, which makes it difficult to flexibly apply the theoretical knowledge learned.

2.4 Lack of process and reflection in teaching evaluation

In pre-school education and teaching, teaching evaluation is very important. It is the evaluation of students' learning achievements, learning performance and learning behavior, and it is also the guidance and help for students to adjust learning behavior and optimize learning process. However, in the actual teaching process, due to the excessive number of students, it is difficult for teachers to give targeted evaluation. Teachers judge students' learning achievements basically in the form of homework, rarely feedback on the completion of students' homework, and do not point out the

shortcomings and advantages of students' homework in time, which also makes it difficult for students to find their own problems in the learning process. In addition, most of the evaluation of preschool education majors is mainly composed of the final results and the usual results. They pay close attention to the final evaluation, but seldom pay too much attention to the process evaluation. They can not give students some advice in daily teaching.

3. Teaching reform path of preschool education based on practical teaching

3.1 Construction of practical teaching objectives

First of all, we should focus on the actual needs of kindergarten teachers and build teaching objectives with practical value, not only in combination with the future trend of preschool education, but also in accordance with the rules and regulations of kindergarten in carrying out various work in reality. The main purpose of the students trained by preschool education is to become an excellent preschool teacher, and then promote the comprehensive development of children's body and mind. Due to the restriction of children's physiological and psychological factors, the students of preschool education should be more creative, developmental and meticulous, and have the ability to operate, design and reflect in real teaching activities. In the specific training, teachers can determine the teaching objectives of preschool education professional courses according to the growth rules of children, the characteristics of children's teaching and specific work rules and procedures, and make teaching plans according to the learning situation of students. Secondly, students should be guided to accumulate practical knowledge and exercise their practical ability according to their learning situation and their own learning achievements. Preschool education teachers should help students become qualified and high-quality preschool teachers from the perspective of development. Therefore, practical factors should be included when formulating specific teaching objectives.

3.2 The teaching content fully combines theory with practice

Teachers can collect the actual cases of the kindergarten in the one-day activities and introduce them into the pre-school education professional classroom to guide and stimulate the practical motivation of the pre-school education students in a variety of ways, such as situational teaching and problem-oriented teaching. Teachers can use current multimedia technology to build scenes, guide students to analyze real cases in the classroom, and translate abstract theoretical knowledge into concrete practical operations. At the same time, we should make a reasonable plan for the teaching materials, and extract the content that can be combined with the kindergarten practice cases, so as to ensure that students can apply this part of knowledge to reality in the learning process. It should be noted that some colleges and universities lack experience in kindergarten education, and the cited cases and constructed life scenes do not conform to the actual situation. Therefore, colleges and universities can, according to the existing funds and educational and teaching objectives, hire some excellent kindergarten teachers to enrich the teaching staff, regularly carry out lectures on early childhood education to students, provide students with corresponding cases [5], and help students to organically combine their knowledge with kindergarten practice by increasing the time of students' probation and practice.

3.3 Adopt diversified teaching methods

Teachers of pre-school education should actively improve their teaching methods and convey practical knowledge through flexible teaching methods. For example, case teaching method can be used to lead students to conduct in-depth analysis of real cases, and students are required to be able to put forward various methods to solve problems on the basis of mastering the laws of children's physical and mental development, so as to ensure that theoretical knowledge and practical knowledge can be fully combined. In addition, teachers can also guide students to simulate the design of evaluation indicators according to the actual situation and the future development norms of children. The design criteria are mainly from the kindergarten teachers themselves, the management system, the relationship between teachers and children, and the relationship with parents of children. In

addition, it can also create the means and forms of teaching situations so that students can participate in the classroom to the maximum extent. While using many teaching methods, teachers should also pay attention to supplement and summarize in the classroom [6]. In particular, teachers need to make students have a strong sense of identity and belief in the role of preschool teachers, help students build a good practical ability system, and enable students to make continuous progress and development in the process of self-reflection.

3.4 Establish the evaluation system of preschool education practice

Evaluation can reasonably evaluate and supervise students' learning at a certain stage, and to cultivate students' practical ability requires the construction of an integrated and comprehensive evaluation system. First, we should build evaluation criteria around students' personality traits, professional identity, knowledge structure and self-identity ability. The practical teaching reform of preschool education should pay high attention to students' practical ability and time performance [7]. The second is to establish a diversified form of teaching evaluation. For example, expository evaluation, interactive evaluation, selective response evaluation, etc., should also accommodate diverse evaluation subjects, requiring teachers and students to participate in teaching evaluation. Students themselves should also attach importance to the evaluation. For example, after learning for a certain period of time, they can record their reflection on the deficiencies in the learning process, improve and review the deficiencies, and adjust the learning plan. Third, we should pay attention to the process and summative evaluation. Teaching evaluation should be fully implemented throughout students' learning. In addition to daily classroom reports and assignments, it should also pay attention to students' learning performance, and provide targeted and effective evaluation content, so that students can make reasonable improvements according to the evaluation results.

3.5 Strengthen teachers' teaching ability

Teachers of pre-school education should also go deep into kindergartens, be able to intuitively contact with various problems that preschool teachers may face in the process of practice through practical observation, and actively participate in the teaching and research activities of kindergartens, jointly discuss teaching problems, and promote the improvement of their teaching and research capabilities. By using this way to improve the control ability of pre-school education professional teachers for practical teaching, it will be of greater help to the reform of practical teaching. Secondly, teachers also need to actively learn new teaching methods. We can send a group of excellent young teachers to other colleges and universities to study, and bring the results back to the schools for exchange, so as to improve the overall teaching ability of teachers and lay a good foundation for the practical teaching reform of preschool education.

4. Conclusion

In teaching practice, there is a mismatch between teachers' own theoretical knowledge and practical teaching ability. Therefore, in the process of teaching, we should pay attention to strengthening teachers' practical ability. Our country's preschool education has also changed from paying attention to theoretical teaching to paying equal attention to theoretical and practical teaching. In recent years, various educational policies issued by our country have actively promoted the rapid development of preschool education specialty, but there are still some problems in training preschool education normal students, resulting in the difficulty of training students to fully adapt to the work of kindergarten and meet the actual needs of their posts. Although most of the preschool education students have very rich theoretical knowledge and skills, these students have insufficient experience and ability to apply theoretical knowledge to practice and cannot effectively deal with various practical problems in kindergarten teaching. Preschool education majors should pay attention to the practicality of teaching, especially to strengthen the cultivation of students' practical awareness and theoretical knowledge into practical ability. Through the research of this paper, we can solve and make up for the deficiencies in the realization of education and teaching to a certain extent, improve the practical ability of the talents trained by preschool education specialty, and provide corresponding

reference and reference for teaching reform.

References

- [1] Zhang Yuying Curriculum reform and practice of secondary vocational pre-school education based on OBE concept [D]. Nanning Normal University, 2021
- [2] Geng Di Research and Practice of English Teaching Reform in Secondary Vocational Schools Based on Mobile Internet [D]. Hebei Normal University, 2020
- [3] Zheng Qiyun Practice-oriented classroom teaching reform of educational courses in preschool education [D]. Hunan Normal University, 2020
- [4] Hao Yajing Research on China's Preschool Education Legislation [D]. East China Normal University, 2019
- [5] Zhang Limin Practice-oriented Practical Research on Classroom Teaching Reform of Preschool Education Major in Higher Vocational Education [D]. Hebei Normal University of Science and Technology, 2018
- [6] Zhou Xingrong Exploration and research on dance teaching for preschool children in colleges and universities [D]. Southwest University, 2018
- [7] Wang Xiao Research on the Chinese-ization of Montessori's Educational Thought [D]. Fujian Normal University, 2018.