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Research on curriculum reform of early childhood education and activity guidance

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Abstract: *Early childhood education and activity guidance, as a core course of preschool education with equal emphasis on theory and practice, has some problems in the teaching process. Only through innovation and reform in teaching methods and evaluation methods can we meet the demand of vocational education to cultivate applied talents, deliver a group of high-quality skilled talents to enterprises, and promote the healthy and sustainable development of preschool education majors.*

Keywords: *higher vocational institutions; activity implementation; curriculum reform*

China is in a new era of comprehensive economic and educational reform, with the implementation of the second child policy, preschool education has become a popular major in the field of vocational education in China at present, and the number of students is rapidly increasing, how to improve the quality of personnel training in preschool education in higher vocational colleges and universities? This is a focal issue of common concern for society, schools and enterprises. Early childhood education and activity guidance is a core course of preschool education majors, which plays an important role in the improvement of students' teaching literacy. However, today's early childhood education and activity guidance course has single teaching method and lack of evaluation methods, which affect the students' learning enthusiasm. How to effectively solve the teaching status of early childhood education and activity guidance course and realize the innovation and development of the course in teaching methods and evaluation methods is the key content of the current reform of preschool education majors in higher education institutions. Exploring the reform of early childhood education and activity guidance course in higher education institutions is expected to be beneficial to improve students' activity implementation level and comprehensive vocational ability, and promote the healthy and sustainable development of preschool education majors in higher education institutions.

Teaching status of early childhood education and activity guidance course

Teachers' teaching methods are single, and students' practical training is just a formality

The teachers of the early childhood education and activity guidance course pay too much attention to the

traditional teaching methods and ignore the application of diversified teaching methods. For example, when teaching the small group science activity "How did the sugar disappear", students are told that they can adopt the story-telling method to introduce the activity. This didactic teaching greatly reduces the interest of teaching and is not conducive to students' understanding. Good activity design and implementation skills are beneficial to students' professional interest and the cultivation of teachers' sense of professionalism. Through the research, the following problems were found in the internship practical training of early childhood education in higher education institutions.

(1) Teachers do not pay enough attention to the practical training of the curriculum

At present, higher vocational institutions pay too much attention to "teachers' lectures" in the curriculum arrangement, ignoring students' practical training exercises. Although some teachers adopt group cooperation method for teaching, which stimulates students' interest in learning to a certain extent, most students put the task of writing lesson plans on their "performance-loving" classmates, and are not able to seriously think about the design of teaching activities, so the learning effect is poor. Some teachers also lack professional evaluation of students' activity design and teaching simulation after students finish their lesson plan writing and trial lecture practice, which is time-consuming and ineffective.

(2) Lack of reflection on students' internship in kindergartens

When the interns of preschool education majors in higher education institutions arrive at kindergartens, they are usually arranged randomly according to the actual job vacancies, which greatly affects the consistency of students' internship experience and is not conducive to students' continuous observation of their internship supervisors. Due to the change of positions, it is difficult for students to focus on the question, "If I were to design educational activities in a certain area, how would I design this activity from the perspective of children?" "What kind of inspiration does the design and implementation of educational activities in different areas of kindergarten have for my future design ideas?"

(3) Disconnect between students' kindergarten practice and theoretical learning at school

During their study in school, students passively receive theoretical knowledge from teachers full of lectures and lack the application and practice of theoretical knowledge. During the kindergarten internship, they are "purely" practicing job skills, lacking the combination with theoretical knowledge. During the internship, students often lament that the knowledge they learned in school is not useful at all.

Teachers' educational concepts are outdated and backward, and there is a lack of professional evaluation methods

Due to the pressure of "many students and few teachers", teachers are overloaded with teaching workload and have no more time for training and further education, and are unable to grasp the latest education and teaching concepts. In addition, teachers often ignore the practical and applied nature of subject knowledge and the individual differences in students' development in teaching. The result is that students passively accept

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theoretical knowledge, seriously lack interest in learning, and are unable to accurately grasp the application of their knowledge in the real workplace. This "teacher-centered" education concept is not conducive to the active initiative of students, hinders the cultivation of students' innovation and practical ability, fails to deliver a number of high-quality skilled talents to meet the job requirements of enterprises, and affects the quality of vocational education personnel training. China is in the golden period of preschool education development, and the country pays more and more attention to the professional development of early childhood teachers, which puts forward higher requirements on the quality of personnel training of preschool education in vocational colleges. With the continuous expansion of preschool education majors, the number of students increases rapidly, the supply of professional teachers exceeds the demand, and the quality of teachers becomes one of the factors affecting the teaching quality of preschool education majors. The serious lack of teachers for professional courses has led to the arbitrary setting of courses.

The integrated course of early childhood education and activity guidance mainly has the problems of single evaluation content and one-way evaluation object in the evaluation mode. On the one hand, the evaluation content focuses on theoretical knowledge, ignoring the evaluation of students' learning methods, learning attitude, learning quality, learning ability and other core professional qualities. On the other hand, it focuses too much on teacher-centered one-way evaluation and lacks two-way interaction and communication between teachers and students, which is not conducive to cultivating students' subjectivity and teachers' professional awareness.

Students have misconceptions about the curriculum and are averse to writing lesson plans mechanically

Preschool education students have biased perceptions about the importance and status of the early childhood education and activity guidance course. Through random interviews with several students of preschool education in higher education institutions, we found that students generally believe that what kindergartens need most today is skilled personnel, and that they can find better kindergarten positions only if they are good at skills. The interviews were as follows.

Teacher: Among all the professional courses, which course do you think is the most important? Why?
Student A: I think voice, piano, and handicraft are the most important courses because kindergarten hiring is especially focused on skills.
Student B: Playing, singing, talking, dancing and storytelling are the most important. Children like teachers who can sing and dance well, and so does the director. And nowadays, kindergartens offer a variety of special classes for children, so if you are able to teach special classes, your income will increase.
Student C: Piano lessons are the most important, and every week our school has a special time for piano practice.

The bias in students' understanding of the curriculum affects students' motivation to learn early childhood education and activity guidance courses. At the same time, students of preschool education in higher education institutions lack practical experience in kindergarten, lack the ability to combine theory and reality, lack perceptual understanding of the physical and mental development characteristics and interests, hobbies and

needs of three- to six-year-olds, and lack realistic soil for the design of activities, which often lead to the following problems in the design of objectives when conducting activity design. (1) Confusion in the main language of goal formulation and inconsistency in the subject of behavior occurrence. (2) The lack of specificity in the formulation of goals, operability, class real-time. (3) Lack of focus in the formulation of objectives. (4) The teaching objectives deviate from the general objectives of the field activities. (5) Objectives are not formulated in accordance with the actual characteristics of children's physical and mental development.

Specific measures for reforming the curriculum of early childhood education and activity guidance

Adopt diversified teaching methods to stimulate students' interest in learning

Early childhood education and activity guidance course is a theoretical and practical course, it is imperative to reform the teaching methods, such as task-driven method, group exercise method, mixed teaching method and case teaching method, which can effectively improve the teaching effect of the course. Task-driven method, that is, a method to organize students to complete learning through diversified tasks, diversified tasks can effectively drive students' intrinsic motivation and improve students' teamwork ability. The group exercise method, in which one student in the group plays the role of the teacher and the rest of the students play the role of the children, tries to teach kindergarten education activities. (Zhang, 2011) Hybrid teaching method, i.e., a combination of online and offline teaching. Case teaching method, i.e., real kindergarten cases are used to guide students to understand the general structure of activity design and organization and to improve their ability to implement activities and simulate teaching.

For example, in the teaching of activity design and implementation of kindergarten literature, the case teaching method is adopted to introduce and organize students to complete various learning tasks in an orderly manner through the task-driven method. At the same time, the hybrid teaching method, i.e. the combination of online smooth lesson platform, breakout game platform, real-time recording and offline simulated kindergarten practice room exercises and kindergarten practice, stimulates students' learning interest and creative ability, and effectively improves students' level of implementing activities.

Change the concept of education and make the importance of curriculum clear to students

Teachers should change the concept of education and establish a modern view of the nature of education based on student development. Reform the course assessment method, increase the process assessment, and comprehensively examine students' learning attitude, emotion, teamwork and creativity. (Jiang & Zhu, 2005) The assessment of students' performance should increase the assessment of classroom performance, avoid "one ruler for all students", and combine students' moral, intellectual, physical, aesthetic and other aspects of comprehensive performance to assess students' final grades. The course of early childhood education and activity guidance in preschool education is a professional core course with both theory and practice, and the ratio of theoretical lectures to practical training is 1:1. In view of the actual characteristics of students' lack of interest in learning theoretical knowledge and their preference for hands-on work, the ratio of theoretical

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courses to practical courses is optimized. On the one hand, practical courses are offered in different areas to improve students' ability to design and implement educational activities in different areas. On the other hand, we use the school's training room to conduct classes and arrange for students to learn theoretical knowledge followed by practical training exercises in simulation teaching. The integrated teaching method can effectively balance theoretical knowledge learning and simulation teaching skills training, improve students' enthusiasm and initiative in learning, and greatly enhance the teaching effect.

Early childhood education and activity guidance course organically integrates preschool education theory and education practice, and constitutes a practical course system together with internship courses and skill training courses. (Huang, 2007) Therefore, based on the actual characteristics of the position, students should be made clear about the following teaching objectives of the course. (1) To understand and become proficient in the objectives of designing educational activities in different areas of kindergarten and the age characteristics of children in different age groups. (2) Master the general model of designing and implementing educational activities in different areas of kindergarten. (3) To be able to design preliminary plans for educational activities in different areas of kindergarten, and to be able to simulate teaching according to the predetermined plans. (4) Be able to evaluate and reflect on the educational activities in different areas.

Reforming curriculum evaluation methods and consolidating students' theoretical foundation

Under the current social environment of integrated education reform, curriculum evaluation should be based on the process of student learning, promote students' lifelong and sustainable development, and play the function of motivation, improvement and enhancement. In classroom teaching, a diversified approach should be adopted to provide objective, scientific and comprehensive assessment of students. For example, in the interview for early childhood teacher qualification, students are allowed to complete the design of activity plans and simulated teaching activities within the specified time, and their mastery of theoretical knowledge and simulated teaching skills are evaluated; when students conduct simulated teaching exercises, a real-time recording system is used to record the process of students' exercises. The students' simulation teaching process is evaluated by a combination of "self-evaluation, mutual evaluation and teacher evaluation". The video playback guides students to conduct self-evaluation and improve their level of implementation of educational activities.

As a professional teacher serving as an early childhood education and activity guidance course, students should strengthen their learning of professional theoretical knowledge in the early childhood education and activity guidance course. Students are in their first and second year of higher education, and most of their intuitive perceptions of young children come from books. Therefore, only by strengthening students' learning of professional theoretical knowledge and memorizing the age characteristics of children aged three to six can they better design activity programs that meet the interests and physical and mental development characteristics of children.

Conclusion

The introduction of such programmatic documents as "Several Opinions of the State Council on the Current Development of Preschool Education", "Guidelines for Learning and Development of Children Aged 3-6", "Kindergarten Education Guideline" and "Kindergarten Work Regulations" shows the importance the state attaches to preschool education. This is both an opportunity and a challenge. At present, China is in the critical period of rapid development of preschool education. The hot enrollment of preschool education majors in colleges and universities reflects the intrinsic driving force of vocational education for the development of preschool education career on the one hand, and shows that colleges and universities can deliver a large number of application-oriented talents for kindergartens on the other hand.

The reform of early childhood education and activity guidance curriculum aims to cultivate students' ability to design and implement educational activities in five major areas, and to evaluate and reflect on activities. Its effective implementation has an important impact on the improvement of students' teaching ability, job adaptation ability, coordination and organization ability, team cooperation ability and other comprehensive qualities, and its teaching success or failure is related to the quality of vocational education personnel training and affects the development of enterprises and social economy. Therefore, it is of great theoretical significance and practical value to reform the curriculum of early childhood education and activity guidance for preschool education majors in higher education institutions. Based on the current development of preschool education, the innovative reform of early childhood education and activity guidance curriculum should be strengthened to promote the quality of personnel training of preschool education majors in higher education institutions to a higher level (Yang, 2005) and to promote the healthy and sustainable development of preschool education in China.

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