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Exploration on practical teaching reform of preschool education major in application-oriented universities

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Abstract: *Practical teaching is an important way to cultivate talents in colleges and universities, especially for applied teacher training colleges and universities, the cultivation of students' practical ability occupies an important position in the whole talent training plan, in recent years, the state has attached increasing importance to practical teaching and introduced a number of targeted policies to point out the direction of practical teaching in colleges and universities. This paper starts from the interpretation of the guiding policy of practical teaching, explores the reform of practical teaching of preschool education majors in applied colleges and universities, and puts forward suggestions to enhance the corresponding.*

Keywords: *Application-oriented universities; Practical teaching*

Introduction

Practical teaching is an important way to enhance the practical ability of teacher-training students, an important link in the training of students in teacher-training institutions, and an important way to improve the quality of talent training.On March 18, 2019, General Secretary Xi Jinping stressed at a symposium for teachers of ideological and political theory courses in schools, that in the new era to implement the Party's education policy, it is necessary to adhere to the guiding position of Marxism, implement the new era of socialism with Chinese characteristics The government of the People's Republic of China (CPC), the Communist Party of China (CPC), the socialist system with Chinese characteristics, the reform and opening up and the socialist modernization, education on the Chinese soil, the integration with production and social practice, the speeding up of education modernization, the building of a strong education country, the running of a good We will strive to train new generations to take up the responsibility of national rejuvenation, and to train socialist builders and successors who are well-rounded in moral, intellectual, physical, social and aesthetic development.

Connotation of Practical Teaching

The important speech of General Secretary Xi Jinping has clearly put forward the general direction and fundamental policy of socialist education in the new era, which has pointed out the direction and provided the fundamental guidelines for running a good socialist education with Chinese characteristics in the new era. The new education policy points out that in the cultivation of talents, it is necessary to insist on "combining education with production work and social practice", which is also the inevitable trend of modern socio-economic and educational development. It is also the inevitable trend of modern social economy and education. The cultivation of students' practical ability is an important entry point and breakthrough to improve the

quality of talent training. What exactly is practical teaching? For a long time scholars have been exploring the connotation and extension of its understanding.

Practical teaching is a kind of educational concept and activity based on practice. For example, Reichenbach says that "practical teaching usually refers to the construction of an educational, creative and practical teaching process in which the main form is the activity of the students, the basic feature is to stimulate students' active participation, active thinking and active exploration, and the main purpose is to promote the overall quality of students' overall development" (Reichenbach, H., 1983). The concept and form of teaching and learning that is educational, creative, practical and mainly in the form of students' subjective activities, stimulating students' participation, active thinking and active exploration as the basic characteristics, and promoting students' overall development as the main purpose" (Reichenbach , H., 1983). In his Dictionary of Education, Gu Mingyuan explains it in this way: "Practical teaching is a general term for all kinds of teaching activities as opposed to theoretical teaching. It includes experiments, internships, design, engineering mapping, social investigation, etc. (Gu MING-YUAN., 1998). Wang Hong also proposed that "practical teaching is relative to theoretical teaching in the classroom, which refers to a form of teaching in practical places such as laboratories and production sites, where students, under the guidance of teachers, combine learning and doing, use their hands and brains, complete certain learning tasks independently, acquire knowledge and skills, and develop their professional ability and comprehensive quality" (Wang Hong.,2015). In the same vein, Wu Zhongliang has defined the concept of "teaching and learning". Based on the comprehensive analysis of various definitions, Wu ZhongLiang points out that "practical teaching in the philosophical sense refers to the objective material activities of human beings to transform and explore the world socially in a purposeful and dynamic way, and practical teaching in the pedagogical sense refers to the practice of learning and development of teacher-training students, and also refers to the practice carried out by students under the guidance of teachers" (Wu ZhongLiang., 2006). The term "practical teaching" is used in the sense of pedagogy.

From the experts' discussion on practical teaching, at least the following conclusions can be drawn: first, practical teaching is relative to theoretical teaching and is a teaching activity conducted outside of classroom teaching; second, practical teaching is an effective way to consolidateTheoretical knowledge It is an effective way to consolidate and deepen theoretical understanding, an important link to cultivate high-quality professional and technical personnel with innovative consciousness, and an important platform to link theory with practice, cultivate students to master scientific methods and improve their hands-on ability; Third, practical teaching takes various forms, including practical teaching of courses within the teaching plan, experimental practical training, apprenticeship, internship, research, comprehensive practical training, etc., and also includes students' military training, graduation design (thesis), social investigation, social practice, etc. (Lu Yuhan, 2019). Therefore, we can draw on the viewpoints of Yu, Zhijing and Xu, Dan, and consider that practical teaching refers to various educational practice activities in terms of content; in terms of form, it refers to skills training, course practice, apprenticeship, research, internship, thesis, social investigation, etc.; in terms of time, it runs through the whole pre-vocational process, realizes all-round expansion in terms of space, realizes horizontal integration in terms of content, realizes holographic penetration in terms of concept, and realizes all-dimensional integration in terms of curriculum system (Yu , Zhijing & Xu, Dan. , Zhijing & Xu, Dan., 2014).

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Relevant Policy Requirements for Practical Teaching of Preschool Education Specialty

Since the 2010 National Medium and Long-term Education Reform and Development Plan (2010-2020), the Ministry of Education and other departments have issued a number of policy documents, such as the Teacher Education Curriculum Standards (for Trial Implementation) introduced by the Ministry of Education in 2011, which put forward the curriculum objectives and curriculum requirements for teacher education courses in primary and secondary schools and kindergartens; in 2012, by the Ministry of Education, the Propaganda Department of the Central Committee of the Communist Party of China, the The Opinions on Further Strengthening Practical Education Work in Colleges and Universities, proposed to fully understand the importance of practical education work, co-ordinate and promote all aspects of practical education work, and effectively strengthen the organisation and leadership of practical education work; in 2016, the Opinions on Strengthening Educational Practice of Teacher Training Students, promulgated by the Ministry of Education, provided guidance on the objectives, contents, forms, guidance, evaluation, bases, funding and other In 2016, the Ministry of Education promulgated the Opinions on Strengthening Teacher Education Practice, which provides an overall plan and requirements for strengthening teacher education practice from various aspects. These policy documents have regulated the development of practical teaching from different perspectives.

(i) Curriculum Standards for Teacher Education (Trial)

In 2011, in order to implement the National Medium and Long-term Education Reform and Development Plan, deepen the reform of teacher education, comprehensively improve the quality of teacher training and build a highly qualified and professional teaching force, the Ministry of Education launched the Teacher Education Curriculum Standards (for Trial Implementation) (hereinafter referred to as the Standards), which broadly includes the public foundation courses, subject specialisation courses and education courses offered by teacher education institutions for the training and preparation of kindergarten, primary and secondary school teachers. The Teacher Education Curriculum broadly includes public foundation courses, subject-specific courses and education courses offered by teacher education institutions for the preparation and training of kindergarten, primary and secondary school teachers, and in this Standard refers specifically to education courses. The Standards stipulate that the Teacher Education Curriculum Standards (for Trial Implementation) reflect the basic national requirements for teacher education institutions to develop teacher education curricula, and are an important basis for developing teacher education curricula, developing teaching materials and curriculum resources, conducting teaching and assessment, and determining teacher qualifications. The Standards are guided by the concepts of "nurturing, practice-oriented and lifelong learning" and divide the teacher education curriculum into three main target areas: educational philosophy and responsibility, educational knowledge and competence, and educational practice and experience, with the objectives of educational practice and experience defined as: having the experience and experience of observing educational practice, having the experience and experience of participating in educational practice, and having the experience and experience of researching educational practice. The objectives of educational practice and experience are: to have the experience and experience of observing educational practice, to have the experience and experience of participating in educational practice, and to have the experience and experience of studying educational practice. The objectives of practice teaching are set out at three levels: 'seeing', 'doing' and 'thinking'. The

main objectives are to observe the lives of children and the organisation and guidance of educational activities, to understand the norms and processes of kindergarten education, and to experience different educational styles; to go deeper into kindergartens and classes, to participate in children's activities, and to gain experience of direct interaction with children; to understand the characteristics of kindergarten education and the responsibilities and requirements of kindergarten departments. They will also learn about the characteristics of kindergarten teaching and learning, the responsibilities and requirements of each department in kindergarten, and experience the richness and complexity of early childhood education practices. "The main objectives of the course are to understand the actual situation of children in the classroom, design educational activities and organise day-to-day activities under guidance, and gain realistic experience of the educational process; to participate in various teaching and research activities and gain opportunities for direct dialogue or communication with kindergarten teachers; to cooperate with families and the community to improve communication skills and gain practical experience and experience of working together to promote the development of young children; and to participate in various teaching and research activities. They also participate in different types of activities in early childhood education institutions and practical activities in early childhood education. The main objective of "thinking" is to accumulate what they have learned and thought in the course of their daily learning and practice, and to develop a sense of problem solving and certain problem-solving skills; to understand the general methods of researching educational practices, and to experience the process of planning, carrying out activities, completing reports and sharing results; to participate in various types of scientific research activities, and to gain experience in scientific research on young children. experience and experience of researching young children. The Standards also establish six areas of learning for Level 3 teacher education, with the areas of pre-university teacher education being: child development and learning, foundations of early childhood education, early childhood activities and guidance, kindergarten and family and society, professional ethics and professional development, and educational practice. The Standards clearly stipulate a minimum of 18 weeks of educational practice courses, the need to strengthen educational practice links, improve the management of educational practice courses, and ensure the time and quality of educational practice courses; vigorously promote curriculum reform, innovate teacher training models, and explore the establishment of new mechanisms for cooperation between universities, local governments, and primary and secondary schools to train teacher education students.

(ii) Some Opinions on Further Strengthening Practical Education in Colleges and Universities

It is an important element of the Party's education policy to insist on combining education with productive work and social practice. The Opinions of the State Council of the Central Committee of the Communist Party of China on Further Strengthening and Improving the Ideological and Political Education of University Students clearly pointed out that a system of social practice for university students should be established and a long-term mechanism for cultivating people through practice should be explored. 2005, the four departments of the Central Propaganda Department, the Central Civilization Office, the Ministry of Education and the Central Committee of the Communist Youth League jointly issued the Opinions on Further Strengthening and Improving the Social Practice of University Students. The Opinions" consists of 15 articles, which respectively make comprehensive arrangements for the practical education work of universities in the new era from three aspects: fully understanding the importance of the work, coordinating and promoting the work,

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and effectively strengthening the organization and leadership, with emphasis on strengthening the practical teaching link, enhancing the construction of teachers, strengthening the construction of practical education bases, forming the cooperation of work, and increasing the financial investment. It also sets out clear requirements for practical teaching, military training, social investigation, production work, social service, scientific and technological inventions and work-study activities, and makes corresponding provisions for establishing a long-term mechanism for social practice of college students and strengthening leadership, which is a comprehensive and systematic guiding document. The Opinions on Further Strengthening the Practical Education Work of Universities stipulates that: firstly, universities should classify and set standards for practical teaching, increase the proportion of practical teaching, and clearly stipulate that "teacher training students should have at least one semester of educational practice"; secondly, they should strengthen the management of practical teaching and improve the quality of experiments, internships, practices and graduation design (thesis); thirdly, they should support students of higher vocational schools to participate in practical teaching. Third, to support students of higher vocational schools to participate in practical activities such as technical reform and process innovation of enterprises; fourth, to organize the preparation of a number of excellent experimental teaching materials; fifth, to strengthen the practical aspects of all courses of ideological and political theory. The Opinions on Further Strengthening and Improving the Social Practice of College Students has made a comprehensive and systematic deployment of practical education work in China's colleges and universities under the new situation, which is an important guiding document for comprehensively implementing the Party's education policy and innovating talent cultivation mode, and has an important and far-reaching guiding significance for the normalization and long-term construction of practical education work in colleges and universities.

(iii) Opinions on Strengthening the Educational Practice of Normal Students

On 17 March 2016, the Ministry of Education issued the Opinions on Strengthening the Educational Practice of Teacher Training Students. The Opinions are divided into two parts with nine articles. The first part (Articles 1-6) is mainly about the opinions on the regulation of teacher training students' educational practice, including the clarification of the objectives and tasks of educational practice, the construction of an all-round educational practice content system, the enrichment of innovative forms of educational practice, the organisation of standardised educational internships, the comprehensive implementation of the "double tutor system" for educational practice, and the improvement of a multi-party participation The second part (Articles 7-9) The second part (Articles 7-9) is mainly about the guarantee of education practice for teacher-training students, including the construction of long-term and stable education practice bases, the establishment of a sound incentive mechanism for instructors, and the effective guarantee of financial investment in education practice. The Opinions on Strengthening Teacher Training Students' Educational Practice reflects both the current theoretical and practical achievements of teacher education institutions regarding teacher training students' educational practice, and the Ministry of Education's all-round thinking on teacher training students' educational practice. It aims to promote teacher trainees' in-depth experience of educational and teaching work through education practice under systematic design and effective guidance, gradually form good teacher ethics and professional identity, better understand professional knowledge of education and teaching, and master the necessary skills in educational and teaching design and implementation, classroom management and student guidance, so as to lay a solid foundation for engaging in primary and secondary school kindergarten education and teaching work and continuous professional development.

Suggestions on Improving the Practical Teaching Quality of Preschool Education Specialty

(i) The construction of practice teaching base is the key point

Practice teaching base is an important place and carrier for universities to implement practical teaching activities, and is an important support for cultivating students to become high quality application-oriented talents. Practical teaching bases include on-campus experimental/practical training teaching bases, and off-campus practical teaching bases. The construction of on-campus bases should meet the following requirements: special funds should be available to support the construction of on-campus experimental (practical training) sites; experienced and skilled personnel should be responsible for the business guidance of internship students; safety measures for workplace and living environment should be in place; sound management system should be in place, well executed and convenient to use.

The off-campus practice teaching base mainly refers to kindergartens. Generally speaking, kindergartens as practice bases should at least meet the following conditions: perfect practice conditions, complete facilities, living environment and security measures in place to meet the requirements of practice teaching; can actively cooperate with the school to reasonably arrange practice work in accordance with the requirements of the practice syllabus, the practice content meets the teaching requirements and the practice effect is good; the leadership attaches importance to the practice, the practice rules and regulations The school is able to accommodate a certain number of students to complete their internship tasks; it has experienced and skilled personnel responsible for the business guidance of internship students, working patiently and meticulously, and striving to cultivate students' practical ability and innovative spirit; it has clear responsibilities, can communicate effectively with internship teachers and students, and deal with problems in a timely manner.

(ii) The construction of practical teaching system is fundamental

The practice teaching system is a whole consisting of several elements such as objectives, content, management, evaluation and guarantee (Bai Xue. ,2017). According to the national requirements for the practical teaching of teacher-training students in universities, the construction of a whole-school practical teaching system is the basis for the development of practical teaching activities. The elements of the practice teaching system are composed of the objective system, content system, management system and guarantee system (Zhong Xingguo. ,2007). The construction of practical teaching system is to construct the target system, content system, management system, evaluation system and quality assurance system of practical teaching on the basis of the full analysis of the cultivation objectives of preschool education majors and the requirements of cultivating application-oriented talents. The system of practice teaching is a combination of in-class and out-of-class; internship, practice and research; professional practice, social practice and educational practice; and course practice, special practice and comprehensive practice. Students will be able to gradually develop the practical attitudes and abilities required by their profession from the perspectives of professional understanding, professional intervention and professional research.

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(iii) The construction of "Double supervisors" is the key

The guidance for students in practical teaching is based on a "double tutor" system, i.e. the supervisor of the university and the supervisor of the internship base are both supervising at the same time, and each of the two supervisors has a different focus but a common guidance goal. The main responsibilities of the university supervisor are: to prepare the students for the educational practice; to guide the development of the teaching practice; to educate the students on political thinking, teacher ethics and organisational discipline; to supervise the students to strictly abide by the rules and regulations of the school and the practice unit; to strengthen the contact with the kindergarten and to coordinate the relationship with all parties; to cooperate with the external supervisor to guide the students in the practice and to evaluate their results; to organise the practice and to summarise the students' practice; and to evaluate the students' practice. Students will be given a summary of their internship; they will be evaluated on their internship process. The duties of the external supervisor (kindergarten supervisor) are: to arrange educational practice tasks for the interns, to provide business guidance, to develop the interns' classroom management and activity organisation skills, and to improve the interns' educational and teaching skills.

(iv) The construction of practical teaching management mechanism is the guarantee

The purpose of practice teaching management is for the realization of practice teaching objectives. The organic composition and operation of practice teaching planning, organization, implementation, evaluation and supervision are important guarantees for the development of practice teaching activities. In the construction of practice teaching management system, it is necessary to: educators should first fully understand the important significance and role of practice teaching in the comprehensive quality training of students; establish a perfect organizational guarantee system, set up an organizational organization led by the teaching leader teaching executive department as the main body, with the active participation of teachers of each course; clarify requirements and evaluation standards for each aspect of practice teaching; strengthen each aspect of practice teaching We should establish a good supervision and cooperation mechanism between universities and practice bases.

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