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Research and Exploration on the Evaluation System of Educational Practices of Preschool Education Majors in Applied Undergraduate Institutions

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Abstract: In October 2020, the State Council of the Central Committee of the Communist Party of China issued the General Plan for Deepening Education Evaluation Reform in a New Era (hereinafter referred to as the General Plan), which states that "education evaluation is about the direction of education development, and what kind of evaluation baton there is will be what kind of schooling orientation there is." The scientific and rational assessment system of practical skills as an important ability of teacher training students has been under-appreciated, and there are many problems in its actual operation. Based on the needs of high-quality development of education, overall improvement of talent training quality and optimization of the effectiveness of educational evaluation, this paper discusses the construction of a mechanism based on the full participation of all stakeholders, the use of modern technology to fine tune the management, the whole process, the whole staff, the This paper discusses the concept and key points of constructing a preschool education practice evaluation system based on the participation mechanism of all stakeholders, the use of modern technology to refine management, and the whole process, modernization, modernization and dynamization.

Keywords: pre-school education, educational practice, evaluation system

Introduction

Educational evaluation is an important tool for improving educational activities and promoting educational development. It is a process of making value judgments on educational phenomena through systematic collection of information and analysis and interpretation based on certain educational values or educational goals, using scientific and feasible methods and means, so as to provide a basis for continuously optimizing educational activities and formulating educational decisions (Hu Zhongfeng, 2016). Its fundamental interest is to serve the achievement of educational purposes and promote the development of education, with a strong instrumental nature (Liu Zhijun. et.al., 2019).In October 2020, the State Council of the Central Committee of the Communist Party of China issued the General Programme for Deepening Educational Evaluation Reform in the New Era (hereinafter referred to as the General Programme), which is a guiding document for implementing the spirit of the National Education Conference and promoting high-quality development of education to open The guiding document is the direction and driving force of education evaluation reform. Practical teaching is an important way and content of talent cultivation in colleges and universities, and practical teaching evaluation is an important means to test students' practical ability and practical effect. As an applied undergraduate teacher training institution, our university has a history of over 70 years in preschool education, and has formed a more systematic practical teaching system in the process of schooling, of which

the evaluation system is an important part. In this paper, on the basis of analyzing the problems of the existing evaluation system of practical teaching, the evaluation system of practical teaching under the new situation is considered.

The necessity of reforming the evaluation system of education practice in preschool education

(i) It is necessary to deepen education evaluation reform and drive high-quality development of education

Education evaluation reform is the "bull's eye" of comprehensive education reform and the "wind vane" of education development. Educational evaluation and its reform are not only about the direction of education development, but also about the future of the country and the fate of the nation, involving multiple factors such as a country's historical and cultural traditions, its level of economic and social development, and its ideology. The reform of education evaluation is a baton for establishing the correct orientation of schooling and a key point for driving the high-quality development of higher education. The Central Committee of the Communist Party of China and the State Council have issued the General Plan for Deepening Education Evaluation Reform in the New Era, which has sounded the call to attack the education evaluation reform in the new era. Universities must base on promoting the evaluation reform of talent cultivation, coordinating the evaluation reform of all aspects of talent cultivation such as practical teaching, theoretical teaching and graduates' employment, improving the institutional mechanism of establishing moral education, achieving the goal of talent cultivation and promoting the high-quality development of education.

(ii) It is the need to highlight the practical ability of education and improve the quality of talent training

Practicality is the essential attribute of the teaching profession. The ability to practice education is an important symbol of the comprehensive education quality of teacher-training students, and an important foundation for the professional development of teachers after work. The problems of low proportion of practical teaching and outdated teaching methods. Teacher education practice is an important part of the teacher education curriculum and a necessary part of the training of talents in applied undergraduate institutions. Under the requirement of deepening education evaluation reform, applied undergraduate teacher training colleges must seriously design and pragmatically promote a set of modern education practice assessment methods that are suitable for social and economic development, point to the enhancement of students' practical ability, take students' professional development as the yardstick and the actual teaching quality as the criterion.

(iii)It is necessary to crack the problem of practice assessment and enhance the overall effectiveness of evaluation

Practical teaching is an important part of teacher education, but for a long time, the emphasis on theoretical teaching over practical teaching has led to practical teaching not being paid attention to. There are many problems with practical teaching, and the evaluation system of practical teaching is even less sound, and there are generally problems such as: the evaluation objectives are not clear enough, the evaluation criteria

are more vague, the evaluation form is relatively single, and the evaluation results are difficult to feed back into theoretical teaching, which not only fail to highlight the characteristics of talent training, but also fail to effectively enhance the sense of social responsibility of teacher-training students and improve their innovative spirit and practical ability. In this regard, it is necessary to actively promote the design of appropriate educational practice assessment methods, to avoid a disconnect between schools and employers, and to effectively combine education and employment in an organic manner. The problems of the lack of precise positioning of talent training, the lack of excellence in the level of talent training and the lack of perfection in the talent training system should be effectively addressed.

Principles of reforming the evaluation system of educational practice in preschool education

Guided by the spirit of the General Programme, with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as its guide, bearing in mind the important mission of nurturing people for the Party and the country, deeply understanding the general requirements of education evaluation reform in the new era, promoting in-depth practice in the use of information technology based on education modernisation, actively improving the assessment methods for teacher training students' education practice, and devoting to cultivating high-quality applied talents in preschool education to serve the high-quality professional and innovative kindergarten teacher team construction, and serve the high-quality development of education. "With nurturing as the basis, intelligence as the characteristic, service as the orientation"

(i) The fundamental task of establishing moral education is carried through the whole process of evaluation of educational practice.

The purpose of educational evaluation is to promote the quality development of education and thus the all-round development of human beings, so the focus of educational evaluation is on the attention to human growth. In general, however, the assessment of educational practice, whether in terms of its purpose, its methods or its content, focuses on the assessment of students' knowledge and practical application skills, but not enough on the assessment of the overall development of the person. Therefore, the reform of education practice assessment must adhere to the principle of "moral education first and people-oriented" throughout the whole process of education practice assessment, and give full play to the role of the baton of education assessment.

(ii) Adhere to the problem-oriented evaluation reform of educational practices.

Problem orientation is a kind of methodology, literally understood in the sense of taking problems as a guiding direction, through analysis of problems, finding ways to solve them, and ultimately solving them. Adherence to problem orientation is a distinctive feature of Marxism, where Marx states that "the problem is the slogan of the age, its most practical cry for the expression of its own mental state." Educational practice was not seen as a course in the school curriculum for a long time, but rather it was seen as a supplement to the theoretical curriculum, and the significance of educational practice was only as a job adaptation for students before they worked. Later, with the in-depth research and the importance attached to practical teaching by the

state, practical teaching was only gradually taken seriously and regarded as equally important as theoretical teaching in schools, but the misconceptions formed over time and the urgent need to solve key problems have become stumbling blocks to the development of educational practice. As part of educational practice, there are still many problems in the actual operation of educational practice evaluation, and some of them are even key problems that restrict the development of educational practice, therefore, it is important to adhere to the problem-oriented approach and take the discovery, understanding, analysis and solution of problems in educational practice evaluation as the guiding direction to actively construct an educational practice evaluation system.

(iii) The construction of an evaluation system for educational practice based on the OBE concept, and the continuous exploration of the construction of a closed-loop quality assurance system for talent training.

The OBE philosophy refers to the concept of Outcomes-based Education (OBE), which first emerged from the basic education reforms in the USA and Australia. In an OBE education system, educators must have a clear vision of the competencies and their levels that students should achieve by the time they graduate, and then seek to design appropriate educational structures to ensure that students achieve these desired goals. Preschool education is distinguished from other teacher education majors at all stages of education by the highly comprehensive coverage of practical teaching disciplines, the significant differences in the competency modules corresponding to the professional competency standards for teacher educators and the professional standards for teachers, which require targeted exploration, and the importance of practical skills as an important competency for teacher educators, which must be based on the educational concept of learning outputs and the construction of an educational practice assessment system.

The breakthrough point of reforming the evaluation system of practice teaching in preschool education

(i) Establishing a community of evaluation of educational practices with the participation of multiple subjects based on the premise of synergy

The evaluation subject refers to who is involved in the evaluation. Generally speaking, the subject involved in the evaluation needs to be a participant in the process of student practice and has observation and understanding of student practice activities; in addition, the evaluation subject itself should have certain ability of educational evaluation and be able to make objective evaluation of students' practice activities; furthermore, the role of each evaluation subject should be differentiated. In reality, at present, learners themselves, practice groups, university teachers and off-campus practice instructors are all witnesses of students' educational practice activities, and all participate in the evaluation of students' practice activities in different capacities, but the evaluation is basically general, and most of the evaluation purposes are only in the completion of the evaluation tasks, and the evaluation opinions given are mostly clichés, which are not painful and do not touch the fundamental problems, and there is no In addition, in terms of the role played by each evaluation subject, although the evaluation subjects are diversified, the evaluation of teachers in the school is the main one that ultimately determines the final grade of the evaluation, and the evaluation of other subjects is only used as a

reference. Therefore, to clarify the purpose of evaluation, to establish a community of evaluation of educational practice with the participation of multiple subjects and to give full play to the role of each evaluation subject is the first and foremost condition for effective evaluation of educational work.

(ii) To nurture people, focus comprehensively on professional competence, and improve the evaluation criteria for the educational practice of teacher-training students in preschool education.

The appropriateness of the evaluation criteria and the scientific nature of the evaluation index system are directly related to whether the evaluation can truly reflect the effectiveness of the practice of the evaluation object and make the evaluation play a positive role in educating people. The development of the evaluation criteria should take into account the current requirements of the Duchess for educational practice, based on theories of educational science, and taking into account the specific purpose of the evaluation and the overall state of the evaluated object.

The "Standards of Professional Competence for Teachers of Preschool Education" (hereinafter referred to as the "Standards of Competence") are the national requirements for the professional competence of preschool education teacher trainees, and the evaluation standards of educational practice of preschool education majors should be formulated based on the Standards of Competence, from the four dimensions of "the ability to practice teacher ethics, the ability to practice care and education, the ability to educate people comprehensively, and the ability to develop independently". Based on the four dimensions of "ability to practice teacher ethics, ability to practice care and education, ability to educate people in a comprehensive manner and ability to develop oneself", combined with the problems existing in the practice teaching evaluation practice, based on the concept of evidence-based, reflecting on practice teaching, and fully arguing, systematically constructing the education practice assessment standard for applied undergraduate talents in preschool education which highlights the professional ability and practical application ability of preschool education.

(iii)iMake full use of information technology, characterised by intelligence, to enrich the types and means of assessment.

The goal of the reform in the General Plan is "to basically form an education evaluation system that is rich in contemporary characteristics, highlights Chinese characteristics and reflects world standards by 2035". "Make full use of information technology to improve the scientific, professional and objective nature of educational evaluation".

Traditional education evaluation mainly relies on human resources to calculate and save evaluation contents, which means it is time-consuming and difficult to extract process information quickly. By building an informatised education internship management platform, it can realise diversified practical functions, broaden the internship learning space of teacher trainees and meet the needs of lifelong learning and development of students; in addition, the informatised management platform can make the management of internship process more standardised and promote the management of university In addition, the information-based management platform can make the management of the internship process more standardized and promote the management of the internship to refinement and the whole process; furthermore, the information-based management

platform can realize dynamic management, which can realize the continuous attention to students and is conducive to continuous improvement and process evaluation, so as to improve the scientific and objective assessment of the educational practice of teacher-training students in preschool education.

(iv)To improve the overall quality of talent and optimise assessment effectiveness with a service orientation.

The essence of educational assessment is to judge the extent to which educational activities meet the needs of educational subjects. Previous educational assessment has focused too much on the utilitarian needs of educational subjects and not enough on the ontological value of nurturing people (Jin Yule.et.al., 2021). In order to better promote the comprehensive development of the moral, intellectual, physical, aesthetic and social development of teacher-training students in preschool education, efforts are made to explore a comprehensive feedback and monitoring system for the quality of preschool education professional training. Based on the evidence-based assessment and systematic assessment concept of teacher education professional accreditation, on the basis of the application of the original education practice assessment, the link between theoretical and practical courses and their mutual promotion is further strengthened, the synergistic cooperation among universities, governments and kindergartens in joint education is further strengthened, excellent typical and advanced cases in education practice are integrated into the teaching of theoretical courses, and teachers with high comprehensive quality, high professional level, innovation ability and job-appropriate ability are It will closely integrate the employment of teacher-training students with high overall quality, professionalism, innovation and job-appropriateness with the employment needs of practice bases, effectively implement the first responsibility of schools to run good teacher education, make the training of excellent and even outstanding kindergarten teachers the ultimate pursuit of the assessment methods, comprehensively enhance the overall effectiveness of the assessment of educational practice of teacher-training students in preschool education, and expand the assessment from being used for identification, proof, improvement and response to a full range of services.

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