

Curriculum Quality Assurance and Teaching Model Innovation of Art Education for Preschool Children under the Background of Professional Certification

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Abstract: This study explores the quality assurance and teaching model innovation of pre-school children's art education curriculum under the background of professional certification. Through literature review and case studies, it is found that quality assurance needs to pay attention to the establishment of professional certification standards, the standardization of teaching content and the training and evaluation of teachers. In terms of teaching model innovation, it is suggested to introduce interdisciplinary teaching methods, such as the combination of art and science, to cultivate preschool children's comprehensive ability. In addition, it is also necessary to pay attention to team cooperation and teacher professional development support to create a good learning environment. This study provides practical guidance on quality assurance and teaching model innovation for preschool children's art education under the background of professional certification.

Keywords: Preschool children; Art; Education; Quality; Guarantee

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1. Introduction

Art education for preschool children plays an important role in preschool education, which has an important influence on children's all-round development and the cultivation of creativity. Art education can promote children's emotional and aesthetic qualities, cultivate creativity and expressiveness, and improve learning interest and learning ability. However, in the context of professional certification, art education for pre-school children needs to pay more attention to the requirements of quality and credibility. Professional certification requires preschool children art education courses to have systematic, scientific, professional and other characteristics to ensure the quality of education and teaching effects. Professional certification puts forward higher requirements for preschool children's art education, requiring scientific and reasonable curriculum, standardized and effective teaching process, perfect evaluation system, and highly professional teachers.

2. Literature Review

2.1 Concepts and principles of OBE

OBE (Outcome-Based Education) is an outcome-based educational philosophy and methodology. It emphasizes the importance of learning outcomes, closely integrates learning objectives with assessment, and focuses on developing students' core competencies and literacy. The basic concepts and principles of OBE are discussed in the literature, including clear learning objectives, effective assessment methods, personalized learning paths, etc.

2.2 Importance of art education for preschool children

Literature review points out the importance of art education for preschool children. Art education can promote the development of children's aesthetic quality, creativity and expressiveness, and cultivate their emotional and social abilities. Art education also provides

a variety of ways of learning and expression, which contributes to the comprehensive development of children.

2.3 Key elements of quality assurance of art education curriculum for preschool children

The literature review emphasizes the key elements of the quality assurance of art education curriculum for preschool children. These include clear teaching objectives and content design, appropriate selection of teaching materials and resources, professional teaching staff and teaching organization, and effective evaluation and feedback mechanisms. These elements together ensure the scientific, professional and effective curriculum.

3. Quality assurance of art education courses for preschool children

3.1 Formulation and clarification of educational objectives

First, competency-based educational goals. Art education for preschool children should clearly cultivate children's abilities in all aspects, including aesthetic ability, creativity, expressiveness, emotional attitude and so on. Second, the ability requirements related to art education for preschool children. Establish the core competence requirements of preschool children's art education, such as perception ability, expression ability, appreciation ability, etc., in order to guide curriculum design and teaching practice.

3.2 Rationality and effectiveness of the evaluation method

First, the application of multiple evaluation methods. Comprehensive use of observation, recording, work display and other assessment methods, a comprehensive understanding of children's artistic performance and development. Second, feedback and application of evaluation results. The evaluation results will be timely fed back to children and parents for adjustment of teaching and personalized guidance to promote children's progress and development.

4. Innovation of teaching mode of art education for preschool children

4.1 Inquiry learning

First, concepts and principles. Inquiry-based learning is a problem-centered style of learning that emphasizes students building knowledge and understanding through active exploration, practice, and collaboration. Second, the application of inquiry-based learning in art education of preschool children. In art education for preschool children, open art activities and tasks can be provided to encourage children to explore and experiment, cultivate their creativity and expressiveness, and enhance their understanding and appreciation of art.

4.2 Reverse Class

First, concepts and principles. Classroom inversion is a method that turns the traditional teaching model upside down, where teachers provide teaching resources and learning tasks for students to learn outside of the classroom, and class time is used for in-depth discussion and practice. Second, the application of inversion classroom in preschool children's art education. Art education for preschool children can use the idea of reversing the classroom to allow children to learn in the early stage by watching art works and participating in art activities in the family or preschool institutions, and then interact, create and share in the classroom to promote children's cooperation and aesthetic feelings.

5. Family and community involvement

5.1 Importance of family involvement

First, the family's positive influence on preschool children's art education. The family is one of the most important educational environments for children, and active participation in art education can provide a rich art experience and support to promote the development of children's art interests and abilities. Second, the cooperation and support between families and preschool children's art education. Families can work closely with schools or teachers to jointly pay attention to children's art learning and growth, provide art materials, time and space support, participate in children's art activities, and pass on positive artistic values.

5.2 Development and utilization of community resources

First, the investigation and integration of community art resources. Learn about art resources in the community, such as galleries, art groups, musical instrument rentals, etc., and integrate these resources to provide art experiences and learning opportunities for preschool children. Second, the organization and promotion of community art activities. Organize and promote community arts activities, such as art exhibitions, concerts, drama performances, etc., to create opportunities for preschool children and families to participate in the arts, expand their artistic vision and exchange space.

The active participation of families and communities is of great significance to the development of art education for preschool children, which can create a rich learning environment and opportunities for children to promote their all-round artistic development. At

the same time, it is also necessary for educational institutions, schools and communities to work together to promote the development of art education for preschool children.

6. Result Analysis

6.1 OBE-based art education curriculum for preschool children

First, curriculum design and implementation. Through the curriculum design based on OBE (Student-centered education) and combining the interests and characteristics of pre-school children, a systematic and targeted art teaching plan has been developed. The content of the course includes art theory, practical skills and creative activities, and the teaching goal is clear, which can meet the individual development needs of students. Second, the application of teaching model innovation. A variety of teaching modes, such as group cooperation, role play, and story guidance, are adopted to stimulate students' creativity and imagination. Through practical operation and interactive participation, students' artistic expression and problem solving skills are cultivated.

6.2 Outcome evaluation and effect analysis

First, evaluation method and index system. A scientific and comprehensive evaluation method and index system have been established, taking into account students' artistic skills, expression ability, creativity, observation and other aspects. Assessment methods can include work presentation, practical performance, communication and discussion, etc., in order to fully understand students' learning outcomes and growth. Second, the improvement and performance of students' comprehensive ability. Through this OBE-based arts education program, students make significant progress in artistic understanding, skill use, and creative expression. They are able to think independently, learn independently, and demonstrate their personal style and creativity through their artworks. The improvement of students' comprehensive ability also lays a good foundation for their future study and personal development.

It embodies the advantages and effectiveness of OBE-based art education for preschool children. It encourages students to learn and create independently, and evaluates students' comprehensive ability improvement through assessment methods and indicator systems. Such an educational model helps to cultivate students' ability for all-round development and self-expression, and promotes their personal growth in the field of art.

7. Conclusion and discussion

Through our research on art education for preschool children, we have the following key findings: Family involvement has a positive impact on art education for preschool children, and families should work closely with schools and teachers to provide support and art learning opportunities for children. The investigation and integration of community art resources can help expand preschool children's artistic vision and communication space, and the organization of community art activities can create opportunities for art participation.

To ensure the quality and effectiveness of art education courses, including course design, teacher team construction, and the establishment of evaluation system. Educational institutions and schools should develop relevant standards and guidelines to provide support and guidance. Innovative teaching mode, stimulate students' creativity and imagination, and cultivate their artistic expression and problem solving ability. Teachers can use role playing, story guidance and other ways to make learning more interesting and participatory.

Further explore and study the application of OBE education model in other disciplines and fields, give full play to the student-centered education concept, and promote the development of students' comprehensive ability and creativity. Continue to explore and practice diversified teaching models, develop appropriate teaching methods and strategies according to the characteristics and needs of preschool children, and provide more abundant educational resources and experiences for preschool children's art education.

Combined with the above findings and suggestions, art education for preschool children should pay attention to the participation of families and communities, and pay attention to the improvement of teaching quality and the innovation of teaching mode. This will provide a good art education environment for preschool children and promote their all-round development and the cultivation of artistic literacy.

References:

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