

Construction of Curriculum System Integrating “Post Course Competition Certificate” for Pre-School Education in Higher Vocational Colleges

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Abstract: Improving the integrated curriculum system of “post course competition certificate” for preschool education majors in higher vocational colleges is an important measure to promote the high-quality development of vocational education in the new era, and also an important carrier to innovate talent training mode and deepen the integration of production and education. According to the current situation of the integration of “post course competition certificate” in preschool education majors in higher vocational colleges, there are some problems such as the absence of curriculum focus and textual research content, and the single teaching mode integrating post course competition certificate, which seriously hinder the process of all-round talent training for preschool education majors. Based on this, the paper puts forward the excellent courses to strengthen the integration of “post course competition certificate”. Innovative “post course competition certificate” integrated teaching mode. The suggestion of optimizing the innovative teaching team of “post course Competition Certificate” aims to provide theoretical reference for reforming and innovating the training mode of higher vocational talents and promoting the improvement of talent training quality.

Keywords: Higher vocational education; Pre-school education; “Post course Competition Certificate”; Talent training mode

Fund Project:

Research and Practice in the Construction of a Course System Incorporating Vocational Pre-school Education Major and the ‘Course-Competency-Competition-Certificate’ Integration.

Under the background of the new era, the establishment of the national teacher qualification examination system and the launch of the national vocational college skills competition have endowed higher vocational colleges with new tasks and missions. In April 2021, the National Vocational Education Conference proposed for the first time the new requirements for comprehensive education of “post course Competition Certificate”. “Post” refers to the job position, “course” refers to the course system offered by the university, “competition” refers to the vocational skills competition, and “certificate” refers to the vocational skills certificate. “post course Competition Certificate” embodies the most distinctive characteristics of vocational education, which is crucial to promote the high-quality development of vocational education. The integration of “post course competition certificate” is conducive to solving the problems existing in the current pre-vocational education major, such as the inconsistency between the curriculum setting and the vocational post requirements, the poor connection between the curriculum teaching and the vocational qualification certificate requirements, and the disconnect between the curriculum practice and the professional skill competition, so that students can become compound talents with solid theoretical knowledge foundation, strong operational ability, multiple vocational certificates and strong competition ability. Help students achieve smooth employment. Vocational colleges deeply explore the “post course competition certificate” school-enterprise education mode, improve the talent training system of preschool education in vocational colleges, and accelerate the innovation and reform of talent training mode, which can lay a good foundation for the training of highly skilled talents and provide guarantee for the high-quality development of vocational education.

1. The Value Of “Post Course Competition Certificate”

“Post course Competition Certificate” embedded in the training process of preschool education professional in higher vocational colleges connects the industry, education, competition and certificate circles, escorts the smooth development of preschool education talent training work, and points out the development direction of preschool education major^[1]. In the process of competition, by building a stage to show the style of students, we can better explore outstanding talents, so that students can improve their psychological quality, professional quality and comprehensive ability in the competition, and lay a good foundation for their lifelong learning, further study, all-round development and the position of kindergarten teachers. The embedding of “post course competition certificate” has a role in promoting the development of the industry, and also provides a strong support for the talent training of preschool education professionals in higher vocational colleges, and effectively guarantees the quality of talent training. For the development of preschool education, the embedding of “post course competition certificate” points out the direction for talent training, and helps to improve the teaching system of preschool education and the construction of teachers. For students, the embedding of “post course competition certificate” can effectively solve the problem of “difficult employment” and help students adapt to the work flow and post requirements of kindergarten teachers in advance. It can be seen that whether it is from the education reform or the personal development of students, the “post course competition certificate” embedded in the whole process of preschool education talent training has played a great value.

2. The difficulties and problems faced by the integration of “post course competition certificate” in preschool education majors in higher vocational colleges

2.1 The Focus of the Course is out of Line with the Content of Textual Research

At present, to engage in preschool education, we must obtain putonghua certificate and teacher qualification certificate^[2]. The kindergarten teacher qualification certificate examination is divided into two parts. Written test: Although vocational colleges have set up courses covering written test sites, there are still a small number of teachers “not according to the routine”, still use the old ideas, old textbooks, old routines to teach, not properly integrated into the written test site. In the interview section, it is common for students to lose marks because they are not clear about the interview process and the skills to answer structured questions. It is not difficult to see that the current disconnect between the content of preschool education courses in higher vocational colleges and the content of the teaching capital examination has affected students’ ability to obtain the kindergarten teacher qualification certificate.

2.2 The Teaching Mode of “Post Course Competition Certificate” is Single

At present, some preschool education majors in higher vocational colleges still adopt teacher-centered teaching mode which emphasizes theory and ignores students’ subjective status. Under the influence of this model, the teaching content of the course is mainly taught in theory, and it is rarely able to organically penetrate and integrate into the practical course content such as teachers’ jobs, teacher qualification examination and vocational skills competition according to the needs of students’ learning. To a certain extent, it is difficult to meet the needs of students for professional learning. In the way of teaching organization, some higher vocational colleges replace group teaching and individual teaching with group teaching, ignoring the subject status of students. In the selection of teaching methods, most higher vocational colleges mainly use teaching methods, and rarely choose vivid, interesting and diversified teaching methods according to the characteristics, nature and logic system of subject courses. This single teaching mode is not conducive to students’ professional learning and development, and restricts and hinders the improvement of students’ comprehensive quality and ability to a certain extent.

3. The curriculum system construction of the integration of “post course competition certificate” for pre-vocational education majors

3.1 Strengthen the “Post Course Competition Certificate” Integrated Quality Courses

The construction of high-quality teaching resources is the basic unit of talent training, and the curriculum is the core element of talent training. The integration of the concept of “post course competition certificate” into the construction of high-quality courses and high-quality teaching resources of preschool education can effectively improve the quality of talent training. Specifically, it can be implemented from the following four aspects: First, it is necessary to fully rely on and make good use of cloud platforms such as learning Pass, smart vocational education, and Chinese university MOOCs to strengthen the development and construction of curriculum teaching resources and build its own curriculum and teaching resource base. The second is to accelerate the progress of the construction of curriculum teaching resources, to actively build a team of high-quality teachers to participate in the construction of high-quality courses and high-quality teaching resources, to create a number of provincial and above high-quality courses and

high-quality teaching resources. Third, we should speed up the research and development progress of school-based teaching materials for preschool education majors, and develop new forms of teaching materials such as three-dimensional, loose-leaf and workbook suitable for our school by relying on rich network teaching resources. The content of teaching materials should reflect the concept of integrating “post course competition certificate”. Fourth, we should pay attention to the development and utilization of ideological and political resources of preschool education courses, so as to achieve collaborative education between ideological and political curriculum and ideological and political curriculum.

3.2 Innovate the Integrated Teaching Mode of “Post Course Competition Certificate”

Effective teaching mode can fully mobilize students’ enthusiasm for learning and further promote classroom revolution and teaching innovation. There are many kinds of preschool education courses in higher vocational colleges, and the nature of each course is not the same. According to the nature and characteristics of each course, educators should innovate the teaching mode based on the integration of “post course competition certificate”. First of all, in the innovation of teaching organization, we should adopt a diversified teaching organization, so as to combine collective teaching, group teaching, individual teaching, field teaching and online teaching. For example, in the teaching of preschool pedagogy and other courses, teachers can combine online and offline teaching, teach the basic theoretical knowledge of preschool pedagogy through collective teaching, and use group teaching and individual teaching to assist the organization and implementation of teaching, and stimulate students’ interest in learning and improve the learning effect by simulating real situations in kindergartens and organizing students to observe and learn in kindergartens. In the innovation of teaching methods, we can adopt such teaching methods as case teaching, heuristic teaching, project teaching, situation teaching and mixed teaching, so as to achieve the diversification and pertinence of teaching methods. For example, in the teaching of preschool psychology and other courses, teachers can comprehensively use a variety of teaching methods to practice the concept of integrating “post course competition certificate” into education, so that students can easily and happily master the knowledge and skills related to kindergarten teacher recruitment examination, teacher qualification certificate examination, skill competition and other knowledge and skills in the learning process, and truly achieve the integrated teaching of “post course competition certificate”.

3.3 Optimize the Innovative Teaching Team of “Post Course Competition Certificate”

The innovative teaching team is the core element of the “post course Competition Certificate” integrated talent training model for the pre-vocational education major. Higher vocational colleges should build structured and innovative teaching teams, break the original discipline-based teaching and research departments or curriculum groups, and rely on the knowledge and skills required by preschool education positions. Set up modular teaching teams such as preschool education activity design, preschool teachers’ language education skills, preschool teachers’ music education skills, preschool teachers’ art education skills, preschool teachers’ dance education skills, preschool teachers’ physical education skills, preschool education curriculum and teaching theory, and carry out modular teaching through division of labor and cross-border integration. The team members of kindergartens, early education institutions, preschool education and training institutions and other industries of the first-line industry experts not less than 1/3. Regularly organize teaching teams of different modules to cooperate, evaluate curriculum standards, learn from each other’s teaching methods and communicate teaching content, and teachers from different disciplinary backgrounds guide students to practice together, extending the integration of courses to practical teaching.

References:

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