

Research on curriculum setting of preschool education major in Higher Vocational Colleges in Yunnan Minority Areas

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Abstract: the pre-school education major is to cultivate pre-school education professionals with solid professional ability and all-round development. Good professional courses are a topic of great concern for the whole related professional education work. In order to continuously improve students' comprehensive quality and professional teaching ability, and help students successfully pass the "national examination" of teachers' qualification certificate, higher vocational colleges need to carry out teaching reform in teaching content, teaching methods, teaching assessment and evaluation methods. Higher vocational colleges in ethnic minority areas in Yunnan have obvious regional characteristics, and the local characteristics should also be highlighted in the curriculum. This paper analyzes the curriculum setting of preschool education major in Higher Vocational Colleges in Yunnan minority areas, and puts forward some curriculum design methods, so as to provide reference for teachers and colleagues.

Key words: Yunnan; Minority areas; Higher vocational colleges; Preschool education major; Curriculum

Preschool education is an important part of basic education, which is of great significance for children's physical and mental health development and lifelong growth. At present, the development of pre-school education is an important content of improving national quality and building a harmonious society. Ethnic minority areas have a relatively unique development situation, and their economy, education and culture have their own distinctive characteristics. In recent years, with the support of the state's development capacity, Yunnan's ethnic minority areas have been developing continuously, and the local early childhood education has become more and more prosperous. The content of early childhood education has become more and more rich, and the local government has paid more and more attention to early childhood education. Higher vocational colleges are the main force for the cultivation of preschool education teachers. How to build the curriculum system of preschool education is of great significance for the construction of the whole preschool education teachers and the development of preschool education. This paper focuses on the all-round professional training mode to adapt to the diversified trend of preschool education development, which has become a problem that preschool education major in higher vocational colleges has to consider.

1. Investigation and Analysis on the current situation of pre school education curriculum in Higher Vocational Colleges in Yunnan Minority Areas

The pre-school education major cultivates all-round development of physique, intelligence, morality and beauty, can meet the needs of pre-school education reform and development, has a high sense of social responsibility, has the spirit of innovation and practical ability, has lofty professional ethics, has broad and solid basic cultural knowledge, has comprehensive education and teaching skills, and is competent for the high-quality education, teaching and management of pre-school education institutions. Practical reflective preschool education teachers who are good at protecting education. Previously, the pre-school education professional talent training programs of each school were presented in terms of training specifications, which only reflected the goals achieved during the school period. However, after the new national professional certification standard was opened, graduation requirements were required, and this part should focus on the basic concept of "output orientation". Specifically, it includes four dimensions of practicing teachers' ethics, learning to teach, learning to educate and learning to develop, and eight secondary indicators, including teachers' ethics norms, educational feelings, education protection knowledge, education protection ability, class management, comprehensive education, learning to reflect, and communication and cooperation. The work of setting up professional courses is also carried out around these eight indicators, There are still some problems in the current professional curriculum

(1) Curriculum system features are not prominent

At present, the curriculum system of Higher Vocational Colleges basically follows the curriculum content system of preschool education major of secondary normal school or higher normal school. It is mainly divided into three types of courses: first, public basic courses include Chinese, mathematics, English, etc; Second, professional basic courses, including early childhood education theory, early childhood music, early childhood art and other courses; The third category is professional practice courses. According to this idea, the curriculum setting will lead to the overlapping and repetition of courses,. The connection between theoretical courses and practical courses is not close enough, and the practical course system is not perfect. It is limited to the two ways of simulated practice in school and internship outside school. Students have less time to carry out practical practice, and the method is single.

(2) Course content is not innovative enough

At present, the kindergarten curriculum is more and more innovative, including children's oral English, computer painting, art and other courses, but the specialty of preschool education students in higher vocational colleges is not obvious. Although they have learned English, computer and art courses, there are still many difficulties in carrying out the teaching of children's courses.

(3) The curriculum is not flexible enough

When designing courses, many colleges and universities did not fully consider the actual needs of local early childhood education

and the needs of students' personality development, and the professional direction was not clear. The five major fields of children's health, language, art, science and society are all designed as compulsory courses. Students need to learn every course. The ability development in various fields is relatively balanced, and there are no outstanding skills. For another example, with the development of social economy and pre-school education, the requirements of early childhood education practice for children's English, Orff music and the ability of making courseware for early childhood courses are becoming higher and higher, but the requirements of preschool teachers' practice are not fully included in the design of courses in Higher Vocational colleges.

(4) Curriculum evaluation is not reasonable

The evaluation and assessment work is not comprehensive enough, such as paying too much attention to students' theoretical knowledge and ignoring time ability, which is contrary to the training goal of skilled talents in higher vocational colleges. For another example, in the evaluation and assessment, the evaluation method and subject are relatively single, and some higher vocational colleges basically continue the assessment method based on theoretical assessment, and conduct assessment through test paper. The implementation subject of the assessment work is relatively single, the employers and students have not really participated in the evaluation work, and a complete set of evaluation index system of preschool education curriculum has not been constructed. Evaluate dysfunction, pay too much attention to the results without considering the process, and pay more attention to static inspection than dynamic evaluation.

2. On the curriculum design of preschool education major in Higher Vocational Colleges in Yunnan Minority Areas

(1) Determining curriculum objectives based on employment orientation

The curriculum system must only meet the needs of social development. On the one hand, higher vocational colleges should closely focus on the training goal of skilled talents, take employment as the guidance, and pay attention to the actual needs of early childhood education posts in ethnic minority areas in Yunnan,

Based on the basic activities in the field of pre-school education, we should cultivate students' nursing and teaching skills, pre-school education activity organization and management ability, and pre-school children's service skills. At the same time, according to the actual content of local early childhood education, we should add Yunnan minority culture courses in the art development curriculum system, such as minority song and dance, painting and other courses.

Ethnic minority areas in Yunnan pay more attention to cultural inheritance and integrate local characteristic culture into early childhood education. For example, there are a lot of activities related to local traditional festivals in the curriculum of early childhood activities, including water splashing Festival, knife pole Festival, flower arranging Festival, Torch Festival, march street, etc. local kindergartens fully integrate early childhood activities with traditional festival culture. In children's music and painting courses, the regional characteristics are also obvious, mainly based on the traditional music and painting of local ethnic minorities. When designing courses, higher vocational colleges in Yunnan minority areas should fully combine the local economic development characteristics and cultural characteristics to design the curriculum system, and work hard on elective courses to highlight the characteristics of elective courses. Higher vocational colleges should analyze the local pre-school education post group, and closely focus on this general goal in the selection and sequencing of curriculum content, curriculum implementation and curriculum evaluation.

(2) The macro structure of the curriculum system of preschool education

The curriculum system setting must have a systematic and macro curriculum architecture. Higher vocational colleges should only fit the training goal of skilled talents, closely focus on the pre-school education practice in local minority areas, and ensure that the curriculum can cultivate students' ability to adapt to the work of early childhood education. The macro structure of the curriculum should reflect two basic properties: basic and application-oriented, consolidate the theoretical basis and skill base of students' early childhood education, at the same time pay attention to application, carry out characteristic courses in combination with the popular content in the current early childhood education practice, and build a curriculum structure system that basically meets the needs of pre-school education occupation.

For example, in the macro curriculum architecture, the preschool curriculum is divided into four modules: the basic quality module (including ideological and moral cultivation and legal basis, Mao Zedong Thought and introduction to the theoretical system of socialism with Chinese characteristics, situation education and policy, language expression and cultural literacy, basic application, computer foundation, sports and health, etc.); Basic vocational modules (including pre-school education, pre-school psychology, pre-school nutrition, children's literature, kindergarten organization and management and other courses); Vocational skills module (including pre-school children's painting, music, science, sports, design activity guidance, including music theory, piano, dance, sketch, watercolor and other courses); Elective courses (including pre-school children's games, calligraphy courses, characteristic culture courses, cases and analysis of early childhood education activities, etc.). Each course should be designed with clear teaching objectives from the three modules of knowledge, skills and emotion, so that students can master the comprehensive ability of early childhood education. Each module determines several core courses, such as language expression and cultural literacy, pre-school psychology, kindergarten organization and management, pre-school music design activity guidance, etc. Adjust and refine the curriculum according to the macro curriculum framework.

(3) The organization and implementation of preschool education curriculum

The curriculum organization work includes curriculum design, teaching plan design, courseware making, etc. First of all, teachers should sort out the teaching objectives and the nature of the course, and clarify its nature and role, such as professional basic courses or general courses, theoretical courses or practical courses; After that, the course content is sorted out, the course content is arranged, the course

module is constructed, and then the teaching activities are designed according to the module, and the course outline is compiled; After that, the course teaching plan is determined according to the amount of class hours, class time, teaching facilities, etc., to solve the problems of teaching organization form, knowledge and skills teaching methods, and rational use of teaching resources. Teaching must be student-centered and teaching methods should be reformed. From “teachers teach well” to “students learn well”, from “teachers teach as the center” to “students learn as the center”. The initiative of classroom teaching should be given to students. It is suggested that students’ participation time in the teaching of theoretical subjects should not exceed 1/3, and teachers’ speaking time in skills courses should not exceed 1/3. Teachers can use “flipped classroom”, “project teaching method” and “peer learning method” in combination with students’ characteristics and teaching content, so that students can learn and explore professional knowledge, and use situational teaching method in the teaching process, so that students can be immersive, so as to understand their future working environment and all aspects of ability.

Teachers should have a full and comprehensive understanding of the contents of the teaching materials and the actual situation of students. The teaching contents should be flexible and diverse, and the teaching methods that students can understand should be used to meet the inner needs of students. Within the scope of students’ cognition, teachers should formulate reasonable teaching objectives, based on the teaching objectives, based on the contents of the teaching materials, and in combination with students’ learning rules, Clarify the overall teaching objectives, build clear teaching ideas, and effectively improve on the basis of the original learning. Teaching is often carried out according to the sequence of teaching materials, and teachers’ focus is more on students’ literacy development than knowledge.

(4) Establish a perfect curriculum evaluation system and evaluation mechanism

The design of curriculum evaluation and assessment system is the final content of curriculum setting, which plays a guiding role in the optimization of curriculum system. During course evaluation, the effect of course design and teaching work is evaluated through scientific evaluation indexes and methods. At present, the curriculum evaluation work in higher vocational colleges is generally not mature, and there are some problems, such as unreasonable index design, lack of evaluation implementation subjects, and single evaluation methods. Higher vocational colleges urgently need to design a scientific and systematic curriculum evaluation system and evaluation mechanism to provide direction for optimizing the curriculum system.

Accordingly, the preschool education major in higher vocational colleges can design the evaluation system and evaluation mechanism according to the following ideas. First, clarify the basic idea of “employment oriented”; Secondly, the process evaluation and result evaluation are combined, and the scientific methods of formative evaluation and summative evaluation are used to combine the two; Thirdly, in terms of evaluation methods, we should adhere to the combination of qualitative evaluation and quantitative evaluation, and the combination of on campus evaluation and off campus evaluation; Finally, pay attention to the evaluation feedback work. After the evaluation results are published, all departments analyze and summarize the results and put forward optimization and adjustment plans to optimize and adjust the problems reflected in the evaluation work, so as to build a scientific and comprehensive evaluation system. The evaluation system and mechanism should be modified according to the teaching needs to meet the needs of teaching development.

epilogue

The curriculum setting of Higher Vocational preschool education in Yunnan minority areas should first create a scientific and systematic curriculum framework; After that, we should fully combine the actual situation of local early childhood education and design characteristic courses; Finally, the evaluation mechanism and evaluation system of the curriculum system should be optimized to provide direction for the curriculum setting work. In short, the pre-school education major in Higher Vocational Colleges in Yunnan minority areas should adhere to the principle of employment orientation, carry out the construction of characteristic curriculum system according to the economic development and early childhood education development in local minority areas, and cultivate talents with solid ability, innovative thinking and comprehensive quality for early childhood education, so as to meet the needs of local education development.

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Research on Countermeasures of Xi'an primary and secondary schools' integration into winter sports

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Abstract: in 2022, Beijing successfully hosted the 24th Winter Olympic Games. It is also the first city to host the Summer and Winter Olympic Games, which plays an important role in promoting the Olympic spirit, enhancing the further spread of Olympic culture in China, and helping primary and secondary school students formulating more confident and self-improvement Olympic spirit. In this context, many cities began to try to integrate winter sports into education. In view of this, this paper will analyze the integration of winter sports in primary and secondary schools in Xi'an, and put forward some strategies for Researchers' reference.

Key words: Xi'an city; Primary and secondary schools; winter sports; Integration Countermeasures

Introduction: before bidding for the 2022 Winter Olympics, China started the call for "winter sports into the campus". The Chinese Olympic bid delegation also proposed at some meetings that the Chinese Olympic Committee is organizing and implementing projects such as "ice and snow Sunshine Sports" and "winter sports for millions of youth". After the successful holding of the Beijing Winter Olympics, the Chinese government put forward the "Campus Winter Sports Plan", and the General Administration of sport of the people's Republic of China also issued the guiding document "Winter Sports Development Plan (2016-2025)", which plays an important role in guiding primary and secondary school students' participation in the winter sports.

1. The significance of integrating primary and secondary schools in Xi'an into winter sports

(1) It is conducive to the Sinicization of Olympic Culture

In 2018, China issued the Olympic education plan for primary and secondary school students of Beijing 2022 Winter Olympic Games and winter Paralympic Games (hereinafter referred to as the Olympic education plan), which also marked the official launch of the Olympic education plan. The main purpose of the Olympic education plan is to help Chinese teenagers have a deeper understanding of the Olympic movement and the Olympic spirit, so as to realize the organic combination of physical education and spiritual education. By integrating winter sports into Xi'an primary and secondary schools, it can help them master the knowledge and skills of , and make them appreciate the Olympic culture, so as to help them virtually integrate the Olympic culture with Chinese traditional culture, so as to realize the localization of Olympic culture in China and help them get a more comprehensive development. In addition, the integration of winter sports in primary and secondary schools can lay the seeds for "winter sports into the campus". By launching various sports activities, Xi'an's

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2023The annual scientific research fund project of the Department of education of Yunnan Province, "Research on the curriculum of preschool education major in Higher Vocational Colleges in Yunnan Minority Areas -- Taking Dehong Vocational College as an example", Project No.: 2023j1871

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