

Effective means to improve the teaching quality of preschool education courses in Secondary Vocational Schools

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Abstract: with the implementation and promotion of education reform, the importance of early childhood education has become increasingly prominent, which also puts forward higher requirements for early childhood education talents. Therefore, according to the specific needs of kindergartens for early childhood education talents, secondary vocational schools should innovate the teaching mode of education courses and cultivate early childhood education talents with solid knowledge, skills and good professional quality. In this regard, this paper explores the effective means to improve the teaching quality of preschool education courses in secondary vocational schools, with a view to reference.

Key words: improve; Early childhood education; Courses; Teaching quality

With the rapid development of social economy and the deepening of education reform, the demand for talents and various standards are increasing, and the demand for high-quality talents is increasing. In this regard, in order to adapt to the current trend of education development, early childhood education courses in secondary vocational schools cultivate a large number of high-quality talents for the industry. However, there are some deficiencies in the teaching of early childhood education in secondary vocational schools, which makes it difficult for students' comprehensive quality to be significantly enhanced. This requires teachers to adopt effective educational countermeasures to significantly improve the teaching quality of preschool education courses in secondary vocational schools, which plays a more positive role in promoting the sustainable development of preschool education industry.

1. The significance of improving the teaching quality of preschool education in Secondary Vocational Schools

1.1 It is conducive to enriching the teaching forms of early childhood education courses

In the past, teachers usually carried out teaching activities according to the curriculum syllabus, and also in a fixed place and time, which made the teaching form of early childhood education curriculum relatively simple. At this time, in order to improve the teaching quality of early childhood education courses, teachers will use a variety of teaching methods to enrich the teaching forms of early childhood education courses, which can not only mobilize the enthusiasm of students to participate in the teaching of early childhood education courses, but also improve their comprehensive quality. In addition, by enriching the teaching forms of the course, it can deepen the interactive effect between teachers and students, ensure that students in the class can participate in teaching activities, and effectively enhance the learning effect of students. Therefore, improving the teaching quality of early childhood education in secondary vocational schools is conducive to enriching the teaching forms.

1.2 Conducive to optimizing the teaching process of early childhood education curriculum

Based on the current education situation, teachers gradually realize that in the teaching of early childhood education courses, they should not only want to impart the corresponding knowledge and skills to students, but also inspire students, promote them to have a better understanding of their own development, and stimulate their potential innovation consciousness. At this time, in order to improve the teaching quality of early childhood education courses, teachers will deeply implement the student-centered concept, constantly optimize the teaching process of early childhood education courses, and pay attention to whether students can truly understand and digest knowledge, and whether they can flexibly use knowledge. Moreover, teachers will give students more time to think independently, and urge them to combine theoretical knowledge with practice, so as to ensure that the knowledge they have mastered can be internalized into practical behavior, and then significantly improve the level of early childhood education of students.

2. Current situation of preschool education curriculum teaching in Secondary Vocational Schools

First of all, there are deficiencies in the teaching mode. The teaching mode used in early childhood education curriculum is relatively simple, which restricts the enthusiasm of students to explore early childhood education knowledge and skills. Influenced by the traditional education concept, teachers tend to explain theoretical knowledge to students, ignoring the cultivation of their professional practice ability. And it is also difficult to highlight the subjectivity of students in the early childhood education curriculum, making the classroom interaction effect between teachers and students unable to achieve the expected effect, which is unfavorable to improve the quality of curriculum teaching. Secondly, students lack the sense of practice and innovation. The main purpose of early childhood education curriculum is to cultivate innovative early childhood education talents, but most students in the class lack the desire to explore early childhood education, let alone carry out innovative learning activities, which restricts the improvement of the quality of early childhood education curriculum; In addition, the teaching evaluation mechanism needs to be improved. In the early childhood education curriculum, teachers still use the traditional evaluation form, which makes the evaluation system and standards not perfect enough. Moreover, when evaluating students' performance, teachers often only focus on whether they can smoothly memorize the knowledge of early childhood education, and usually ignore the evaluation of their practical ability. Thus, students' comprehensive quality can not be significantly enhanced; Finally, in specific classroom teaching, students rarely take the initiative to express their views, resulting in Teachers' inability to master students' learning at the first time, which not only makes it difficult to improve their comprehensive quality of early childhood education, but also affects the teaching quality of early childhood education courses.

3. Effective means to improve the teaching quality of preschool education courses in Secondary Vocational Schools

3.1 Reasonably set up courses and improve the course structure

First of all, the curriculum of early childhood education in secondary vocational schools should be optimized and adjusted according to the curriculum construction standards, so as to make the teaching of early childhood education curriculum more reasonable. And this also requires secondary vocational schools to not only pay attention to the explanation of theoretical knowledge, but also appropriately improve the proportion of practical teaching, ensure that the quality of practical teaching and theoretical teaching can be improved accordingly, and promote the students' comprehensive quality level to be significantly improved. For example, for practical courses such as kindergarten activity courses and art courses, the school should not only appropriately improve their proportion, but also appropriately open extracurricular practice courses, so as to continuously enhance students' practical ability. In addition, in addition to setting up restricted courses according to the prescribed proportion, schools should also enrich the forms of restricted courses, so as to fully mobilize the enthusiasm of students to choose restricted courses. "The state requires that elective courses must be set up. Now it is renamed as limited elective courses, and there is a proportion requirement, so should the expression be adjusted?" For example, secondary vocational schools can set up limited elective courses such as kindergarten teaching art, multimedia courseware production, pre-school children's language education, and children's dance creation. Pre school education related majors are divided into pre-school education and early childhood care, both of which will offer music and art courses. Some music schools are subdivided into vocal music, dance, piano, etc., which are professional basic courses, so this statement is wrong. Students can choose the courses they are interested in according to their own needs, Enable them to achieve personalized development. In addition, secondary vocational schools can also offer elective courses such as family education, artistic accomplishment and early education to ensure that students' various learning needs can be met. Secondly, secondary vocational schools need to set up corresponding courses according to students' ability needs. For example, they can set up courses such as physiological development and family education for preschool children, which are required by the national standard of this course, and are also set up in general schools. Students can master the laws of children's physical and mental development and lay the foundation for their subsequent engagement in early childhood education by participating in the teaching of these courses. Therefore, secondary vocational schools need to pay attention to the rationality of curriculum, so as to promote the teaching of early childhood education curriculum to be significantly improved.

3.2 To improve teachers' informatization application ability, the proposal is expressed as "improve teachers' informatization application ability", and enhance the teaching effect

At present, with the rapid development of information technology, modern educational technology arises at the historic moment and is widely used in the field of education. In this regard, schools should improve teachers' information application ability and promote them to skillfully apply modern educational technology to carry out early childhood education course teaching, so as to enhance the teaching effect of the course. For example, multimedia technology has the expressive force that traditional educational means cannot have, can make the teaching atmosphere more interesting, and can fully stimulate students' interest in participating in the course teaching, And their thirst for knowledge can also be effectively met, effectively improving the learning efficiency of their curriculum knowledge and skills. In the specific teaching, teachers also need to use multimedia technology to re process and design the teaching content, simplify the complex content, and make the abstract knowledge concrete, so as to continuously improve the students' initiative to participate in the course teaching. For example, when explaining the relevant knowledge of kindergarten care, teachers simply explain these knowledge to students, which is difficult for them to understand thoroughly, and their learning enthusiasm will naturally be restricted. Especially when explaining the content of blood circulation system, how does blood flow in the human body? What is the route of flow and so on? A series of problems cannot be described by language. The blood circulation of human body is played by multimedia, which vividly shows the blood flow process of human body. This can not only intuitively present relevant knowledge to students, but also deepen their understanding of knowledge, and their learning enthusiasm will become very high, thus ensuring that the teaching effect of the course is significantly enhanced.

3.3 Implement the concept of combining theory with practice and optimize teaching methods

In order to improve the teaching quality of preschool education courses in secondary vocational schools, we need to thoroughly implement the concept of combining theory with practice and effectively optimize teaching methods. In the past, teachers usually used the form of centralized teaching, which not only failed to mobilize the enthusiasm of students, but also failed to ensure the improvement of their practical skills. At this time, teachers can use cooperative inquiry, project teaching method, scenario simulation teaching method, etc., which not only can mobilize the enthusiasm of students, They can also improve their practical skills in practice, and can also enhance their innovation ability. In addition, secondary vocational schools need to carry out in-depth cooperation with enterprises to promote the flexibility of practical teaching and effectively enhance students' practical ability through the cooperative construction of practical teaching. The practical teaching system after the cooperative construction is as follows: (1) school practice is mainly composed of three teaching links: Educational observation, in course training and pre job mode; (2) Off campus practice mainly consists of cognitive practice, on-the-job practice and on-the-job practice. In this way, it can not only organically combine the practice in and out of school, but also organically combine the practice in and out of class, so as to improve the effectiveness of practical teaching. Therefore, secondary vocational schools should adhere to the concept of combining theory with practice, constantly optimize the way of practical teaching, and promote the combination of teacher guidance and students' independent practice, so as to effectively improve students' practical ability, and ensure that they can meet the job requirements, so as to cultivate high-quality talents really needed by the industry.

3.4 Deepen the cooperation between schools and enterprises and construct the mode of integration of production and education

At present, in order to improve the teaching quality of early childhood education courses, secondary vocational schools need to deepen

the cooperative relationship between schools, kindergartens and early childhood education institutions from a strategic point of view, and build an integration mode of production and education. First, according to the market positioning, improve the curriculum teaching system. In actual teaching, secondary vocational schools need to invite kindergartens and early childhood education institutions to participate in the process of curriculum teaching. Both parties need to negotiate and formulate teaching objectives, curriculum planning, teaching methods, etc., so as to make the teaching of early childhood education curriculum more targeted. In addition, in order to ensure that the teaching needs of early childhood education courses are met, schools, kindergartens and early childhood education institutions jointly build a dual post mutual employment system, which is suggested to be expressed as “dual post mutual employment system can be adopted”. For example, secondary vocational schools can regularly organize teachers to work in cooperative kindergartens and institutions to promote them to master the cutting-edge knowledge and technology of the early childhood education industry in time, Constantly consolidate their practical experience. At the same time, cooperative kindergartens and institutions can send excellent employees to serve as part-time teachers. The school sends professional teachers to preschool education enterprises to practice, enrich practical knowledge and improve practical guidance ability. Preschool education enterprises send personnel to teach professional courses for preschool education students, focusing on guiding practical courses. They should not only participate in the whole process of early childhood education course teaching, but also give them effective professional guidance according to the needs of industry development, so as to effectively improve students’ comprehensive professional quality. In addition, secondary vocational schools should actively establish a team of teachers with double certificates, and can adopt corresponding policies to encourage teachers to obtain various certificates. For example, obtaining certificates can be linked to performance and professional title promotion, so as to urge teachers to actively obtain certificates such as teacher certificates and psychological counseling certificates. When they obtain these certificates, It can also penetrate this knowledge into students in early childhood education courses, constantly expand students’ educational vision, and then effectively improve students’ comprehensive quality. The content of this paragraph uses “double qualified teachers” This word is not very appropriate. Although double qualified teachers can generally be understood as double quality teachers, which can guide both theory and practice, in terms of vocational education, we generally define double qualified teachers as double certificate teachers, for example, with both teacher certificate and psychological counseling certificate, and enterprise personnel often use double post mutual employment in documents when they attend classes

3.5 Improve the teaching evaluation system and enhance the pertinence of Education

In the teaching of early childhood education courses, secondary vocational schools should actively improve the curriculum teaching evaluation system according to the curriculum teaching objectives and the employment needs of the industry if they want to significantly improve the teaching quality. The details are as follows: first, enrich the evaluation forms, combine process evaluation with objective evaluation, combine hands-on operation with basic theoretical knowledge evaluation, combine online and offline evaluation, and combine self-evaluation with others’ evaluation, so as to ensure a comprehensive evaluation of students’ classroom learning effect and classroom teaching performance. In addition, to improve the teaching evaluation content, secondary vocational schools should focus on the employment needs of kindergartens and early childhood education institutions, integrate the professional identity, service awareness, safety awareness, environmental protection awareness and other contents into the evaluation content, and also reflect the skills of disinfection, sanitation, children’s life management, and teaching activity cooperation in the evaluation content. In this way, secondary vocational schools can effectively test the learning effect of students by improving the teaching evaluation system, and adjust the teaching process of early childhood education curriculum according to the evaluation results, so as to further improve the teaching quality of early childhood curriculum.

Summary:

In a word, it is an inevitable trend to improve the teaching quality of pre-school education in secondary vocational schools. Therefore, schools need to actively change the teaching concept, actively explore effective teaching methods, and lay the foundation for improving the quality of curriculum teaching. In this regard, secondary vocational schools can start from the following aspects: setting up a reasonable curriculum, improving the curriculum structure; Using modern educational technology to enhance teaching effect; Carry out the idea of combining theory with practice and optimize teaching methods; Deepen the cooperation between schools and enterprises, and construct the integration mode of production and education; Improve the teaching evaluation system, improve the pertinence of education, and effectively improve the level of early childhood education of students, so as to cultivate high-quality talents really needed by the industry.

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