

Research on the Establishment of Practical Curriculum and the Improvement of Students' Quality in University

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Abstract

According to the real needs of teacher education reform and the long-term development plan of the country, the practical orientation of educational curriculum is clear. Practical courses in pre-school education are particularly important. This paper investigates the status quo of the practice and implementation of the practical curriculum of pre-school education in S Normal University by means of literature, interview and investigation. It is found that the practice class is not harmonious with the theoretical course. The practice class is small and the practical infrastructure is complete but the hardware Conditions are to be improved; teachers' lack of human resources, feedback guidance is not timely; student status is not obvious; education evaluation is not perfect, is not conducive to improving the overall quality of college students. To optimize the curriculum structure; to strengthen the practical courses, optimize the trainees, internship courses; optimize the campus cooperation community, additional practice teaching platform; strengthen the management system, improve the curriculum evaluation system; plus; Education investment, optimize the allocation of resources, so as to better improve the overall quality of college students.

Keywords

pre-school education; practical courses; colleges and universities; comprehensive quality.

1. Introduction

The rapid development of social economy in the 21st century, the popularization of compulsory education, the education of primary education and the rapid development of higher education. With the accelerated pace of development of pre-school education, the number of pre-school institutions increased, the scale of expansion, the urgent need to increase a large number of pre-school teachers. In order to meet the needs of the pre-school education professionals, in recent years, China has intensified its efforts to develop pre-school education in colleges and universities. The quality of kindergarten teachers is getting higher and higher, and the requirements for the comprehensive quality of college students are getting higher and higher. Social kindergarten teachers and the level of teaching vary, causing a high degree of social concern. Employers, parents, students need the quality of kindergarten teachers to a higher level. However, the knowledge of pre-school education talents in colleges and universities is not solid, the level of professional skills needs to be improved, and the teaching practice is not enough and cannot meet the needs of society well. The curriculum reform of preschool education in colleges and universities, especially the practical curriculum, is related to the quality of preschool teachers and the reform and development of pre - school education in colleges and universities. It plays an important role in improving the comprehensive quality of college students. There are many researches on the practical curriculum and implementation strategy of pre-school education in colleges and universities. Zhang Liqun thinks that undergraduate education should actively carry on the innovation of curriculum idea and mode, realize the combination of theory and practice, optimize the structure of curriculum and enrich Practical teaching methods, through the construction of kindergarten and university cooperation community and other means to ensure that pre-school students to effectively achieve professional practice ability to improve. Wang Haiying, Tang Min, Zhang Yongxia that the need to properly locate the pre-school education professional personnel training objectives, attention to pre-school teacher education related to the establishment

and improvement of certification system, reform the curriculum management system, strengthen the construction of pre-school teachers.

In the study of the practical curriculum and implementation of pre-school education in foreign universities, the Charles study points out the present situation and characteristics of the curriculum of Botswana's public colleges and universities, and is committed to cultivating all-round development and international talents. Dabley Ackerman, Jennifer Betty study found that the United States kindergarten teacher training objectives complete, into the system, operational strong, the United States focus on learning family and community-related knowledge, focus on pre-school children learning content areas of knowledge, Professional development. Compared with the structure and content of the curriculum in the United States and China, it is found that the practical education curriculum in the United States is wide and the students choose their own space, and the content of our country is fixed and single. Holman's study found that the practical characteristics of preschool education curriculum in American colleges and universities were obvious, emphasizing the transformation of theoretical knowledge and practical knowledge and communication. The curriculum design focused on the unity of knowledge and learning.

2. Research design

2.1 Object of study

Subjects: Students of four grades of pre - school education in S Teachers' College and randomly selected two students from each class to investigate. Select pre-school education teachers to interview.

2.2 Research methods

Observations: Observations are one of the most commonly used methods in scientific research. According to a certain purpose of research, research outline or observation table, with their own senses and auxiliary tools to directly observe the object of study, so as to obtain the practical curriculum and implementation of the status quo information. Scientific observation is purposeful and planned, systematic and repeatable. Because the human sensory organs have some limitations, in the observation with a variety of modern instruments and means, such as cameras, tape recorders to assist in observation.

Interview: first learn from the relevant interview outline, and then by their own integration design of the study interview outline. The main object of the interview is the teachers of the pre-school education students and pre-school teachers of the S Normal School. Five students were randomly selected from each grade, and 20 students were interviewed. Five pre-school teachers were selected for interview.

Document law: through the library, school sun network and other means to access all kinds of pre-school education courses related to books and magazines, search large sites, to understand the practical curriculum and implementation of the various information, and then finishing analysis, Increase their theoretical accumulation.

3. Research results and analysis

3.1 Analysis of the Results of Practical Curriculum

3.1.1. The full range is based on practicality

In addition, the practical curriculum is set up with a wide range of courses, and the curriculum of curriculum is to be cultivated, and the curriculum of the course is put forward. It also includes courses to enhance the theoretical research and realize the curricula of internships and internships. The purpose of the course is to enhance the practical ability of the normal students, especially the ability to work in the future, with a strong practicality. I collected the S Normal University 12 to 15 pre-school education normal school students training program, the grade of the contents of the curriculum classification as shown in Table 1.

Table 1. The content of the course in the 12 to 15 course plan

grade	Practice course content
12 grade	Military training (including admission education) children's paintings, children's stories, social practice, professional skills training, teacher language skills, educational internship, education practice, graduation thesis
13 grade	Children's paintings, children's stories, children's dance creation and techniques, improvisation, social practice, professional skills training, sports games, educational internships, educational practice, graduation thesis
14 grade	Military training (including admission education) children's painting, social practice, vocal music, dance, social practice, professional skills training, education trainee, improvisation, education practice, education practice guide, graduation thesis
15 grade	Education practice, education status quo investigation, professional entry and discipline frontier, educational practice, graduation thesis, kindergarten teacher comprehensive knowledge and ability training, children's story lectures training, innovation and entrepreneurship activities, children's behavior observation training, kindergarten environment layout design training , Kindergarten curriculum design and implementation (lectures, mini class) reading activities, children's songs and sing training, children's story lectures, children's dance performances and training

From the table can be seen to open a large number of teaching skills courses, such as children's stories, teacher language skills. Pay attention to cultivate the basic teaching skills, improve the future kindergarten teaching ability, such as kindergarten curriculum design and implementation, focusing on enhancing the activities of the design and organization. At the same time we can see that the practical courses in the creation of children's paintings, children's stories, children's dance creation and techniques, improvisation, vocal music, dance, kindergarten environment layout design training, children's songs and singing training eight arts courses, these Practical courses are kindergarten actual education needs, pay attention to enhance the comprehensive artistic quality, has a strong practicality. The education status quo investigation, graduation thesis, professional entry and discipline front into the practice curriculum system, pay attention to enhance teaching and research ability. Undergraduate pre-school education practice courses are not used for art professional education, the construction of practical orientation of the curriculum to meet the social development and future professional development needs of teachers, the goal points clear.

3.1.2. Gradually improve the system in line with the "teacher education curriculum standards" requirements

It is found that the curriculum is basically in line with the national standard in the goal and setting, but there are some shortcomings that need to be improved. The curriculum plan of the preschool education curriculum of S Normal University is compared with the "Teacher Education Curriculum Standard". The standard put forward kindergarten pre-service teachers to have to observe, participate in, and study the practice of education experience and experience. According to the specific requirements of the detailed analysis of the curriculum objectives in line with the requirements, but in front of teachers and community, parents to establish contact, participate in various types of scientific research activities, these two goals did not reach. In the curriculum of educational practice, the standard requirements of practical courses include, four years undergraduate college to reach 18 weeks.

Table 2. List of Educational Practice Courses

		Student points	Weekly	Recommended for semester	Start end week	The nature of the course
12 grade	Educational Practice	5	+10	7	1-18	Compulsory
13 grade	Educational Practice 1	5	+10	7	1-10	Compulsory
	Educational Practice 2	4	+8	8	1-18	Compulsory
14 grade	Educational Practice 1	5	+10	7	1-16	Compulsory
	Educational Practice 2	4	+8	8	1-16	Compulsory
15 grade	Educational Practice 1	3		6	1-16	Compulsory
	Educational Practice 2	3		7	1-16	Compulsory

It can be seen from Table 2 that the credits of the internship, the week, the semester, the nature of the course are compulsory in the curriculum. Internship duration is long. Especially in the 13, 14, 15 are set up two semesters of the education practice courses, credit ratio is significant, and we can see the internship curriculum in the entire curriculum system in the important position. At the same time S Normal University also arranged the corresponding education trainees to improve the overall quality of students, focusing on improving the quality of practice.

3.1.3. Theoretical courses and practice curriculum is not coordinated

The practice class and the theory course are not coordinated, mainly in two aspects, the number of theoretical and practical courses is not harmonious, and the theory is more attention. The second is the theoretical and practical courses, with each other is not close enough. In order to understand the details of each grade randomly selected five pre-school students, a total of 20 students selected a conversation to understand the practice and theoretical courses set up the situation.

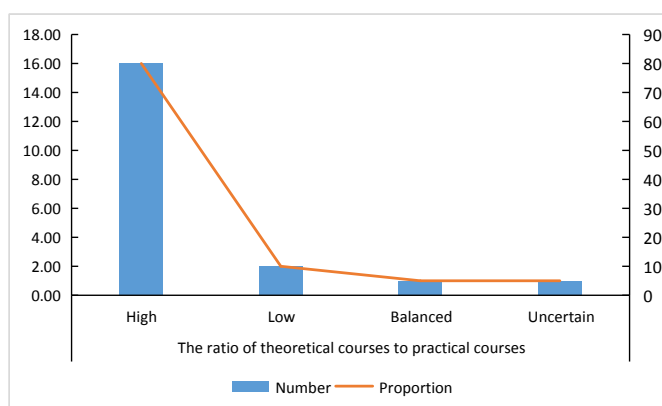


Figure 1. The coordination of theoretical and practical courses

From the above chart we can see that 80% of pre-school students in random subjects think that the proportion of theoretical and practical courses is not balanced, that the proportion of theoretical courses is too large. 10% think that the proportion of practice is too large, only 5% that the proportion of theoretical and practical class balance. The school has a large number of theoretical courses in pre-school education programs, including pre-school education, pre-school hygiene, child development and other core theoretical courses, as well as five areas of teaching methods and other theoretical courses, the number of theoretical courses far more than the practice course. Further analysis of the interview concluded that the theoretical and practical courses with the contact are not close enough. Sometimes the practice course is lagging behind.

3.1.4. The proportion of practical courses is small

After investigation and analysis, the proportion of practical courses is small, mainly reflected in the types of courses and the proportion of small proportion. It can be seen from Figure 2 that the number of practical classes is small and that the proportion of the total training plan is small, that the 12th grade is the lowest and the highest in the number and the lowest. But the proportion of classes from 12 to follow in the year after year, the number is also slowly increasing. 12 education internship courses lasted for three months, educational internship courses in the actual arrangement, every two weeks only four classes are to kindergarten. There is a serious shortage of time in education, accounting for about 6% of the total hours. The current curriculum is far from meeting this requirement. This is the overall quality of the improvement of students is very unfavorable.

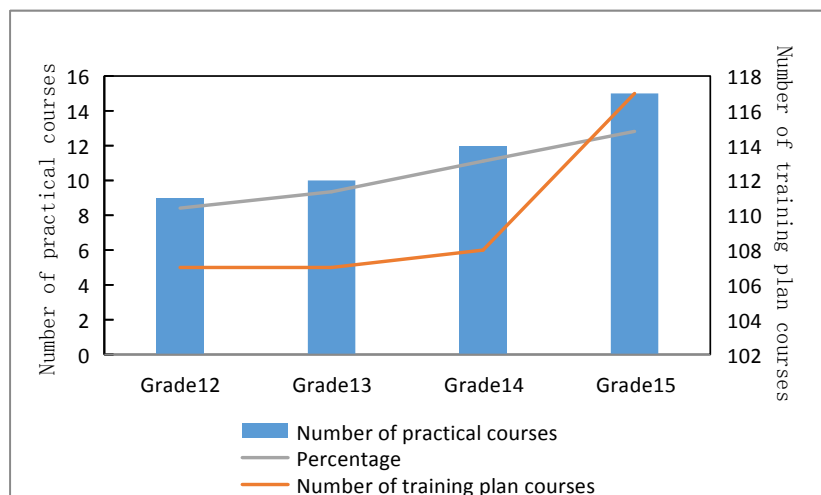


Figure 2. Practice the category and percentage of the total training program

3.2 The problems existing in the curriculum and the factors that are not conducive to improving the overall quality of the students

3.2.1. Practical infrastructure is complete but hardware conditions need to be improved

Through the field investigation and study, it is found that the pre-education practice course of S College provides the basic infrastructure and satisfies the students' needs. But some hardware conditions need to be further improved.

Survey S Normal University School of education pre-school education has 40 piano rooms, more than 50 piano, for pre-school students to spare time to practice. 40 keyboards for teachers and students to use classes, the keyboard classroom equipped with television and video equipment. The establishment of children's game situational simulation laboratory, parent-child education experimental center, sensory integration laboratory, Montessori teaching method laboratory, Orff music teaching laboratory and other pre-school education professional training room. Training room equipped with multimedia teaching equipment, whiteboard, as well as professional operating equipment and children's toys. The training room has been carefully arranged to meet the requirements of the training.

It can be seen that the practical infrastructure is complete and the material resources are adequate. In the interview found that the practice of infrastructure also need to further improve the improvement. Can be obtained from the actual interview, the basic infrastructure is basically complete, but the space area to be increased, such as dance room. Some student needs cannot be met, but also need to add some practical facilities, such as studio, manual room. At the same time, there are unreasonable factors in the management system of the training room, the time of opening the training room is unreasonable, the effective utilization rate of the training room is relatively low.

3.2.2. Teachers lack of human resources, feedback guidance is not in place

The survey found that the number of teachers in the course of practice was limited, and teachers instructed students to practice, but there was guidance that feedback was not timely and not in place. Teachers' guidance work needed to be improved. The number of practical courses in pre-school

education is small, especially for art courses and internship programs. The number of students in practice, there will be different problems, teachers because of heavy workload, cannot be timely learning based on practical feedback and guidance. At the same time the practice of teachers to participate in kindergarten practice opportunities and other reasons, there is a temporary lack of guidance. At the same time did not form a perfect teacher to guide the way feedback, the lack of a sound teacher guidance system?

3.2.3. The low status of students is not conducive to the development of students' comprehensive quality

In the course of the implementation of the survey, I found that the student status does not highlight this problem, and in-depth understanding. From the survey results can be seen, the main content of the course is the teaching plan default; the students are only in accordance with the implementation, very few generality, and lack of autonomy. Compulsory courses accounted for the vast majority of elective courses is very small, students can choose a small space. In the course of practice, teachers occupy the dominant position, students are teaching objectives practitioners. This led to the students are passive acceptance, lack of active choice of the opportunity, the main status of the missing. Some students will create conditions for themselves, according to personal interests to choose to participate in community activities and training institutions.

3.2.4. Education evaluation method is not perfect, can not reflect the comprehensive quality of the study

The survey found that the evaluation method of the practice class is not perfect, and the evaluation of the students' practical courses is mainly based on the submitted learning results, the evaluation method is single and the lack of flexibility. As can be seen from Table 3, the assessment of practical courses such as social practice, educational internship and so on mainly rely on the practice report written materials, teacher scoring, homework, mid-term and final examinations. Improvisation and children's song courses usually accounted for 70% of the results, conscious attention to the process of evaluation. There is a positive and reasonable part of the overall evaluation; there is not the traditional way. Need to further improve and improve. The performance evaluation of the practice course is more focused on the results of the evaluation, ignoring the process of evaluation. Pay attention to test scores, usually not enough attention. Evaluation based on the written materials and final works, less concerned about the usual learning performance. The main concern is the student's behavioral results and skills, almost no attention to the emotional attitude of the goal of achievement, such as the development of teachers' professional ethics.

Table 3. The basis of the assessment of practical courses

Course Title	Basis of assessment
Professional skills training	The evaluation method is unknown
social practice	Practice report material
Improvisation accompaniment	Usually check the results accounted for 70% of the final exam results 30%
Educational Practice	Teaching teacher listening score kindergarten teacher evaluation practice report material
Education trainee	Submitting trainee assignments at the end of the study (thesis)
Graduation thesis	On the Writing of the Paper
Children painting	Final exam works
Dance	Period and final examinations are sometimes grouped for assessment
Childhood story presentation	Final exam

4. Countermeasures and suggestions

4.1 The effective combination of theory and practice

The pre-school education courses are divided into two categories: practical and theoretical. Attention to practical courses, enrich the form of practical courses, increase the number of hours of practice. Change the theory and practice of the phenomenon of disjointed. Practical courses to reflect the practicality, practical content and theory of mutual coordination, in practice to test the theory of learning, to consolidate the theory of learning, to deepen the understanding of the theory, to enhance

the ability to use the theory. In the teaching process, teachers can increase the scene of teaching, such as teaching students in the role of teachers and children, respectively, to simulate teaching. Teachers give students the opportunity to participate and experience.

4.2 Optimize the curriculum setup structure

The curriculum of pre-school education should not only adhere to the theory of socialism, but also adhere to the individual standard, curriculum should be able to reflect the changes in the policy in a timely manner, make timely updates and adjustments, in line with the needs of the policy. The curriculum of pre-school education is directly related to the quality of future pre-school educators. The curriculum structure is also related to the scientific nature of the curriculum. The rationality of the curriculum can facilitate the implementation of the curriculum. In the course set, it is necessary to arrange the actual proportion of the practical and theoretical courses to ensure the effective hours of the practice class. Moderate increase elective courses, increase school elective courses, make up for the lack of professional elective courses. The types of elective courses, the elective courses reflect the diversity of operability, to provide more opportunities for students to choose their own.

4.3 Strengthen practical courses, optimize trainees, internship courses

Pay attention to practical courses and raise students' awareness of the importance of practical courses. Education practice, trainee is an important part of the practice course, in the course of practice than the number of major. In view of the fact that the education trainees are arranged in junior year, the educational internship is arranged in senior year. It is recommended that the education trainees be spread throughout the semester of sophomore year. Each semester is gradually increasing the trainee content and raising the probationary requirements. This step by step is more conducive to consolidate and enhance the learning effect. At the same time education and internship can increase the content, such as junior year to participate in organizational teaching activities, on behalf of the class. Internships are too concentrated, the effect of the practice guide feedback is not timely, this proposal, increase the number of internship instructors, interns on the interns to conduct individual guidance for the practice of timely communication to solve the problem. At the same time to strengthen the contact with the kindergarten, kindergarten teacher's internship specific tasks and objectives, timely summary of the performance of the intern's feedback and give guidance. Change only to observe the kindergarten excellent course model, rich learning form. Internship during the full range of participation in class management, enhance the ability to work in the future. Expand a variety of ways to improve the effectiveness of education and internships, internships to improve the comprehensive quality of students and students.

4.4 Strengthen the management system, improve the curriculum evaluation system

The key to the effectiveness of curriculum implementation is to strengthen management. Colleges and universities should give teachers more encouragement and support, to maintain the enthusiasm and passion of teachers, regular organization of teachers to learn to enhance the ability of teachers to practice classes, enrich the practice of teaching methods. School management of students to change the traditional model, should be more flexible, to give students the choice of space and room, pay attention to individual differences in students to promote personalized management, rather than "mass production" to stimulate the potential value of the curriculum function. Improve the pre-school education curriculum, curriculum implementation, curriculum evaluation management.

In the evaluation method, the students' classroom performance and the final results of the combination of assessment, the combination of theoretical learning and comprehensive practice, the usual inspection and mid-term and end of the combination of evaluation, the teacher evaluation and student self-evaluation, Try to use a variety of evaluation methods, from different angles evaluation of students, and gradually form a set of objective, accurate, fair and effective evaluation system.

4.5 Optimize the campus cooperation community; create a platform for practical teaching

To achieve the synergistic cooperation between colleges and kindergartens, so that teachers really change the role of kindergarten teachers. Improve the regular practice of teachers to kindergarten to

observe the system, to promote the development of professional practice of college teachers, enrich the practical ability of teachers. Through the campus cooperation, college pre-school education teachers through kindergarten observation, "can get a wealth of practical material, which is conducive to improving their teaching behavior, but also help to enhance their own scientific research capacity. School to establish cooperation with the employer, will Expand the employment platform for students to learn, understand the current development prospects of the current employer, timely adjustment of personnel training scale, adjust the pre-school education curriculum system to promote the optimization and implementation of practical courses.

4.6 Increase investment in education, optimize the allocation of resources

Efforts to create a high-quality, high-level college teachers, is to complete the needs of talent strategy. The establishment of high-quality college teachers is the primary task of colleges and universities, but also the key to improving the quality of higher education. Follow the "open, mobile, competitive, orderly" principle, for the pre-school education professional introduction of theoretical ability and teaching practice ability of teachers. To further improve and improve the management system of college teachers and with the mechanism, set up professional practice curriculum to track the guidance of teachers.

Rationally assign theoretical courses and practical courses of instructors, the establishment of practice and theory of the linkage coordination system. In addition to teacher resources, teaching facilities should also actively cooperate with the practical curriculum to make adjustments. Improve the teaching facilities of the practical curriculum conditions, such as the expansion of dance room. Improve the management of the laboratory mechanism, spare time is open to students on a regular basis. Optimize teaching hardware and software facilities, to provide students with a wide range of practice platform.

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