

## **Rethinking of Course Optimization of Kindergarten Education Activity**

### **Design and Guidance**

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*Abstract: "Kindergarten Education Activity Design and Guidance" course is a compulsory theoretical foundation course for preschool education, and it is also a new kind of course for preschool education, its content of teaching materials, teaching mode and the reform of teaching methods are very necessary. How to optimize the teaching reform methods and teaching practices of this course in the teaching reform, how to adapt to the needs of the society from course setting to teaching materials and teaching methods, meet the requirements of early children education for teachers, and the needs of kindergarten teachers' own development, and it is a problem that we should think about and urgently need to solve at present.*

*Keywords: kindergarten education activity design and guidance, course optimization.*

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### **1. INTRODUCTION**

"Kindergarten Education Activity Design and Guidance" is a comprehensive practical course for preschool education. This course is directly related to the quality of talent training and the employment prospects of students. This course is a course that breaks the design of the discipline system on the basis of five major fields; it combines the characteristics of theory and practice. The course objectives are based on the practical teaching ability of students to comprehensively design kindergarten education activities, and it is an applied and practical course. Designing and guiding kindergarten education activities requires students to comprehensively apply knowledge about children's development, basic theories of preschool education, basic knowledge and methods of practical teaching, and teaching skills, and it is a comprehensive training of students' professional knowledge and abilities. According to the course nature and the teaching objectives, it can be determined that the value pursuit of the course should be to train students' ability to do things, namely, train students' practical ability to design, organize, and evaluate kindergarten education activities. This is not only the requirement of course teaching, but also the demand for talent training in kindergarten teachers' posts, which accords with the concept of "putting people first". The professional practice ability of students is not enough only through the transfer and study of theoretical knowledge,

at most, this knowledge is only a condition for forming ability, not ability itself. Professional practice ability can only be formed in the process of actual operation and t specific work tasks.

## **2. OPTIMIZE THE ACTIVITY DESIGN AND GUIDE COURSES**

First, the optimization of activity design and guidance courses is objective need of social development, teacher professional development and implementation of "Opinions of the Ministry of Education on Promoting the Reform of Teacher Education Curriculum" (hereinafter referred to as "Opinions"), the "Teacher Education Curriculum Standards (Trial)" (hereinafter referred to as "Curriculum Standards" and "Professional Standard for Kindergarten Teachers (Trial)" (hereinafter referred to as "Professional Standard"). Kindergarten's objective needs for teachers and the proposing of "Curriculum Standards" and "Professional Standards" point out the direction for the curriculum and reform of preschool education majors. The "Opinions" clearly stated: we must adhere to the goal of training high-quality professional teachers, adhere to the concept of educating people, practice, and lifelong learning, and innovate the teacher training model, strengthen the practice links, strengthen teachers' moral cultivation and the training of education and teaching ability, and focus on training the social responsibility, innovation spirit and practical ability of students." "Formulate targeted kindergarten, primary and secondary teacher education curriculum programs and ensure that new teachers basically adapt to the needs of the new curriculum for basic education." "Professional Standards" also emphasizes that the professional development of kindergarten teachers should be based on "capability as the most important" and "lifelong learning" as the basic concept. Therefore, optimizing the course of "Activity Design and Guidance" has important significance and effect on improving the professional ability of teachers and students.

Second, optimizing the "Activity Design and Guidance" course is an urgent need to improve the educational activity design and organizational ability of normal university students, improve the normal university students' adaptability and the effectiveness of the course. After graduation, the normal university students have a certain difficulty after working, the change from theory to practice is a major problem. The normal university students enter the internship stage still have some problems in the activity design and organization guidance. For example, ignoring the experience of children, it is difficult to grasp the age characteristics of young children, the content is not accurate; the target is not clear, there are too many targets or repeated phenomena; the analysis of key and difficult points not accurate; the design is not rigorous and serious; the design language is not clear; organizational guidance and self-activity are inseparable; although influenced by beauty (dance, music, art, etc.), lack of performance in activities still exist. On the one hand, it has a certain relationship with students' ability to learn and use other courses; on the other hand, it has a great relationship with the teaching of "Activity Design and Guidance". The existence of these problems makes the course less effective, which makes us have to rethink the optimization problems of the course of "Activity Design and Guidance".

### **3. INNOVATE CONSTRUCTION OF TEACHING MATERIALS**

The teaching materials are the link between the curriculum standard and the classroom teaching, which are the blue print for the implementation of the classroom teaching and the basic guarantee for the quality of teaching. Good teaching materials can effectively guide the content of the course at the classroom Level, improve teachers' understanding of the curriculum concept and its implementation mode, and achieve the purpose of improving the quality of teaching, in the process of curriculum reform, the selection and research of teaching materials cannot be ignored. The functional orientation of educational activity design courses focuses on training the professional ability of designing, implemented and reward students' educational activities, the corresponding course materials should also take into account the theoretical and practical knowledge, And consider knowledge and ability to meet the requirements of the "integration of theory and practice" in teaching materials design. From the current teaching materials, although many teaching materials have added a large number of practical cases on the basis of the original The relevance and consistency of the teaching material structure design and the actual work tasks are not enough, organic integration and organization of various knowledge and theories in the design, implementation and evaluation of educational activities are carried out without fully integrating the cases, there is still a certain Distance from the teaching material positioning of the "practical knowledge" required by the nature of the course.

The construction of teaching materials requires that the presentation form of teaching materials fully embody the principles of learning and teaching, so that teaching materials can truly become a tool to effectively support the teaching process. In the process of curriculum teaching reform, we can try to integrate the human resources advantages of preschool teachers' theory and practice experts with the support of textbook design theory, the relevant dimensions the "Professional Standards for Kindergarten Teachers (Trial)" as standards, based on the actual situation of students, from the relationship of teaching materials and knowledge, learning and preschool teachers' occupations, in the process of presenting the basic theory of activity design, scientifically absorb the research results of preschool education and broaden the professional vision of students, and reflect the concept of advanced preschool education, and has a certain innovative classic case of educational activities, case integrate theory, theoretical analysis of cases, avoid the boring basic theory, highlight the "ability-based" teaching material design concept. The teaching material form can break the traditional style of binding into a book, but it appears in the form of a loose-leaf, teachers and students can constantly supplement and update the content of the teaching material during use. The content presentation of the teaching materials is not limited to image-text. It is possible to enrich the video and audio files of photos and quality education activities of various kindergartens into it, these teaching materials meet the requirements of the information society, it also meets the needs of students' diverse learning experiences, compared with traditional teaching materials, and the new teaching materials are obviously more rich and flexible.

#### 4. REFORM TEACHING MODES

The reform of curriculum teaching is largely a reform of teaching methods. As far as educational activity design courses are concerned, teaching methods based on traditional teaching method and question-and-answer methods, due to the requirements of curriculum reform, a number of teaching Methods have emerged, they can help students develop practical skills, such as case teaching and task-driven teaching, project teaching, etc. Practice has shown that in the different stages of curriculum teaching, with the advancement of the teaching process, the deepening of Students' learning, the goals and tasks of the curriculum teaching are also in a process of continuous progress. The use of teaching methods should also be flexible. In the practice of teaching reform, based on the advantages of different teaching methods, we try to construct a six-step linkage teaching mode with "case teaching-program design-simulation practice-reflection evaluation-revision program-practice. The first part is case teaching, which uses specific and vivid cases to stimulate students' interest in learning, and stimulates students' attention and exploration of relevant theories with the design of problem situations. Through the use of theory, interpret cases and the equations, it helps to mobilize the initiative and enthusiasm of students' learning, and applying classic cases to curriculum teaching, combined with case situation analysis and discussion, it also helps students to pay attention to and understand the theory of activity design and memory. However, the case teaching itself is not fully competent for the training of professional action ability in the design, implementation and evaluation of student education activities. The educational activity design curriculum precisely takes practical goal of training as its core teaching goal. That is to say, we also need to comprehensively use other action-oriented teaching methods based on the use of case study theory.

Therefore, on the basis of theoretical study, students can follow the case requirements of the teacher's arrangement, refer to the case for program design, and carry out group simulation practice on the design plan, group members discuss mutual evaluation, professional teacher guidance and student self-reflection, then correct and improve the design plan, and finally make full use of the opportunity of the practice course of each major in the semester, and ensure that the revised plan can be practiced in kindergarten, and the practical instructor and professional teachers provide dual guidance. In the teaching, according to the student's learning stage, practical ability, professional needs and teachers' grasp of teaching methods and teaching environment resources, integrate the teaching content, the projects are divided into specific tasks, task-driven teaching, and consolidate relevant knowledge. [2] On this basis, the work items closely related to the course study are gradually designed, and the project implementation process is relied upon to finally realize the exercise of students' comprehensive professional ability. This teaching mode follows the teacher education law of "practice-reflection-re-practice-rethinking", the task project fully mobilizes the initiative of students' learning, the real cases, simulated situations and practical scenarios enrich the students' practical knowledge, it strengthens the students' practical experience, enhances

students' comprehensive practical ability, and effectively realizes the conversion from passive acceptance of knowledge to active construction of knowledge.

## **5. INTEGRATE TEACHER RESOURCES**

The design of kindergarten education activities is a comprehensive practical course in the curriculum system. This course has higher requirements for teachers, and requires teachers to explain the theory in a simple and easy way, and organize various types of educational activities in kindergartens. In addition, the curriculum reform also requires teachers to have certain curriculum teaching theories. It can be seen that the professional theoretical level and comprehensive practical ability of teachers play an important role in the success of the curriculum reform. From the current curriculum teaching, there are two main types of teachers who are engaged in the teaching of this course; one type of teacher enters colleges and universities, the starting point of these teachers is basically master's degree or above, the basic theoretical knowledge of preschool education is solid, but there is a general lack of practical ability to design and guide early childhood education activities; another kind of teacher is from the front line, has rich practical experience in the design, organization and implementation of educational activities, and can successfully complete the demonstration teaching tasks, but the theoretical foundation is relatively lacking, and lack comprehensive ability to use professional knowledge to interpret practice.

On the one hand, it is the high requirements of the curriculum reform for teachers; on the other hand, it is the real dilemma of the teaching staff, how to solve this problem? Try to propose the following measures: break the traditional practice of one lesson-one teacher, and arrange different teachers according to the requirements of the course module content, ensure that each module has high-quality teachers to the greatest extent; teachers with different strengths can cooperate to form a teaching community in the teaching module or project, for example, university teachers and kindergarten teachers can be placed in the same teaching scene according to the teaching needs, integrate the advantages of teachers resources, and jointly serve the teaching; make full use of the internal and external training resources, organize the teachers to practice in a planned and targeted manner, strengthen exchanges and discussions with front-line teachers, and continuously improve the practical ability of teacher education activities design and guidance. The "Teacher Education Curriculum Standards" requires that the curriculum should be based on students and emphasize the teaching mode of teacher-student interaction. Therefore, as teachers, while consolidating professional theoretical knowledge, enriching practical experience, and improving practical ability, they must continue to learn and profoundly understand the spiritual essence of relevant curriculum teaching theories, and promote curriculum reform scientifically and effectively.

## **6. CONCLUSION**

The education curriculum should guide the teachers to participate in and study the basic education reform, construct educational knowledge and develop practical ability; guide

teachers to discover and solve practical problems, innovate education teaching mode, and form individual teaching style and practical wisdom, the course of “Activity Design and Guidance” should be optimized continuously and the educational practice ability of the teachers is improved

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