

Classroom Teaching of Preschool Education Major Based on Achievement Oriented Education

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Abstract: According to the quality requirements of the state for the cultivation of undergraduate education talents, the establishment of the external guarantee mechanism for the quality of teacher education by the professional certification of normal education, and the requirements of the national unified examination for the qualification certificate of preschool teachers, this paper, based on the theory of results oriented Education, explores how to apply the reverse design teaching mode to the classroom teaching of preschool education major, and through clarifying the students' expected learning Results: scientific arrangement of classroom teaching activities, construction of classroom teaching quality evaluation throughout the whole process of the course, to truly improve students' enthusiasm for learning, participation, professional knowledge and ability, and improve the quality of classroom teaching.

1. Introduction

In recent years, the state has successively issued a lot of documents to highlight the quality of talent training in undergraduate education. In October 2018, the Ministry of education, in its "new 40 teaching articles", clearly stated that "talent training level and quality should be taken as the primary index to evaluate the University, highlighting student center, output orientation and continuous improvement" In September 2019, the first article in the opinions of the Ministry of education on deepening the reform of undergraduate education and teaching and improving the quality of personnel training in an all-round way was "strict education and teaching management", which proposed to "comprehensively improve the quality of curriculum construction", "strictly control the examination and graduation export"[1].

Professional certification is an external guarantee mechanism of professional quality. Determine whether the quality of professional personnel training meets the established quality standards and whether there is a mechanism for continuous improvement and quality improvement. From October 2017 to January 2018, the national certification work was officially launched. The speed shows that the state attaches great importance to the training quality of teachers' professional talents, while the long-term, continuous, cyclical and normative characteristics of professional certification put forward the inevitable requirement of spiraling up the quality of talent training from the outside[2].

In addition, the form of national teacher qualification examination has changed from pluralism to unification, and the content of examination has changed from knowledge examination to comprehensive ability examination. All of these require improving the quality of classroom teaching in order to ensure the continuous improvement of the quality of pre-school education professionals.

2. The Connotation and Teaching Mode of Achievement Oriented Education

The core of results oriented education is student-centered results (output) oriented thinking, which emphasizes that the knowledge structure is compatible with professional needs, and focuses on professional results, results evaluation and achievement, so as to improve the quality of

curriculum. Therefore, this paper will take the results oriented education as the theoretical basis, and apply its reverse design teaching mode to classroom teaching[3].

Outcome Based Education (OBE) refers to the "clear focus on the organizational Education system, centering on ensuring students to obtain substantial successful experience in future life", which is an educational concept oriented by students' learning outcomes. The "outcome" is not the number of points students get, but the improvement of knowledge, ability, quality and other aspects that students can get through the study of the course.

The concept of reverse design is put forward in the pyramid structure of results-oriented education, which refers to the reverse teaching design from the final result (output) of students' learning. The results-oriented overall teaching model is characterized by the following: in the overall course design and teaching process, the expected learning results are taken as the goal orientation, and the students' "should know, should know and should do" is measured based on this[4]. Therefore, its teaching model can be divided into three steps: one is to clearly anticipate the learning results; Second, scientific arrangement of classroom teaching activities; Third, classroom teaching quality evaluation. Results-oriented education is really student-oriented, so it is widely applied in the field of education. This paper will take the course of preschool psychology as an example to discuss.

3. Classroom Teaching of Preschool Education based on Achievement Oriented Education

3.1. Clarify students' expected learning results

In traditional classroom teaching, teachers basically follow the pre-set teaching plan. The teacher is the controller, the student is the audience and the audience. Based on the results oriented reverse teaching mode, first of all, we should determine the expected learning results of each student as the teaching goal, and cultivate the comprehensive application ability of students' theory application in practice, focusing on professionalism and practicality. It focuses on the reverse design of teaching process around students' learning achievements.

For example, at the beginning of preschool psychology course, we will discuss with students what expectations we have for this course and what knowledge and ability we want to acquire. Based on the discussion of students' existing knowledge and experience level, combined with the course content and the needs of the society for preschool education professionals, we will gradually define the teaching objectives[5]. The goal of this course should include three dimensions: knowledge, skill and emotion. Among them, the goal of knowledge is to thoroughly understand the basic concepts and principles of preschool psychology, the characteristics of children's psychological development at all ages in preschool, and the methods to study children's psychological phenomena and problems. The goal of skill is to flexibly use theoretical knowledge to observe, analyze and study children's behaviors, and have the ability to work. We must have the ability to analyze and solve problems, the ability to educate and teach; the emotional goal is "to have the professional ethics and consciousness as a kindergarten teacher, and to establish a scientific outlook on education and children". Under the macro guidance of the curriculum objectives, the objectives of this unit will be discussed at the beginning of each unit of content learning. Students are requested to formulate individual unit learning objectives and conduct corresponding assessment and evaluation to ensure students' interest in learning and the ability to master and use knowledge.

3.2. Scientific arrangement of classroom teaching activities

How to effectively achieve the expected learning effect of students and ensure students to actively participate in learning, this requires teachers to adopt flexible teaching methods and means according to the learning content[6].

First of all, in the classroom teaching of preschool psychology, we will attract students' interest through the "one practice per class" link, inspire students' thinking, and improve students' mastery and application of knowledge. The content of "one practice per lesson" is the video analysis or case

analysis of kindergarten activities closely related to the content of the course. The students think and discuss in the form of individuals or groups, or analyze the psychological characteristics of children through their behaviors, languages, expressions, etc., or put forward solutions to existing problems, so as to naturally lead out the theoretical knowledge learned and ensure that students learn in practice[7].

Secondly, use a variety of teaching methods and means to analyze and explain the theoretical knowledge. The study of theoretical knowledge is the precondition of guiding practice. In the process of theoretical learning, different teaching methods and methods will be adopted according to the needs, such as intuitionistic method, case analysis method, group discussion method, online and offline hybrid teaching, students' teaching, etc., to stimulate students' interest, consolidate and understand the content learned more profoundly on the basis of full learning, thinking and practical lectures, and promote the initiative and creation of students' learning The development of sex and teaching practice ability.

Third, the combination of theory and practice tasks drives students to understand and use knowledge.

Theoretical tasks include exercise tests and summary reviews. The first one is to design exercises around the content of what we should know and know. The second one is to set the real questions around the test points of the kindergarten teacher's qualification examination over the years, and ask students to set exercises around the test points to consolidate what they have learned. In the summary review meeting, students are asked to review and exchange the learning content. For example, students think and answer, "what are the gains after learning the content of this unit? Have you achieved your expected learning goals? How can the content be applied to the practical work of kindergarten? Which assessment form do you think is more suitable for the content of this unit? " On the basis of in-depth thinking and summary, students can absorb and internalize what they have learned more systematically and systematically, so that they can extract it effectively in the process of study and work in the future[8].

Practical tasks include practical teaching design and knowledge application projects. Practical teaching design, that is, to carry out practical teaching around the knowledge learned, for example, to design educational activities to promote the development of language in different age groups according to the content of "the development of preschool children's speech", and to conduct trial teaching. The knowledge application project will carry out different project design for the theoretical content learned, such as "educational activity design to promote the development of children's imagination at different ages" in combination with the content learned from "the development of children's imagination"; design "game design to promote the development of children's parent-child relationship / peer relationship" in combination with the content learned from "the development of children's imagination"; and design "game design to promote the development of children's parent-child relationship / peer relationship" in combination with the content learned from "the development of children's imagination"" The content of "the development of preschool children's thinking" and "the design of playing teaching aids to promote the development of children's judgment ability at different ages" are carried out to highlight the combination of theory and practice and improve the students' ability to apply and solve problems.

3.3. Construction of classroom teaching quality evaluation throughout the whole process of the course

Results-oriented teaching proposition: the effect of teaching lies in learning. That is to say, for the evaluation of teaching, we should abandon the traditional "teaching and teaching" and adhere to the "learning by theory" evaluation principle to promote student development. Therefore, results-oriented education does not assess students' learning outcomes according to whether they are qualified once or not. Instead, they evaluate students' learning results that should be understood, and assess students through detailed knowledge and ability guidance systems. Whether to achieve the expected learning goals. Therefore, the evaluation mechanism should be carried out throughout the entire process.

1. Combine process evaluation with summative evaluation to establish diversified evaluation indicators

The procedural evaluation is the evaluation of each unit of content during, after, and after the course. For example, in the "pre-study psychology" course, a total of 12 elements of the learning process will be assessed through pre-class preparation, data collection and collation, classroom participation discussions, classroom tests, written assignments, classroom reports, knowledge application projects and other dimensions[9]. Through diversified evaluation indicators to pay attention to individual differences of students, comprehensive evaluation of their learning. For example, the evaluation indicators and proportions of the "main age characteristics of preschool children's psychological development" are: classroom performance (30%), classroom test (35%), and research report (35%).

As the content of each unit corresponding to the expected learning outcome ends, the students will conduct a summative review to deepen their understanding of the knowledge. The teacher will also evaluate the difficulty of the student's expected learning objectives, whether it needs adjustment and improvement, etc. The student union will be promoted again on this basis. The teacher of each unit will evaluate and give timely feedback[10]. In the dynamic evaluation process, students will have self-confidence and sense of accomplishment, and have the motivation to continue learning, and continuously improve the quality and ability of students.

Through process evaluation, students will review the content of the students in a timely manner and apply them continuously, which will help students form long-term memories. Through the final summative evaluation, the student's mastery of the course content will be checked. The final exam will strengthen the actual connection with the kindergarten and examine its comprehensive learning ability.

2. Self-evaluation combined with his evaluation to achieve diversification of evaluation subjects

Students conduct self-evaluation, from passive acceptance to active participation evaluation, which greatly enhances students' enthusiasm and self-evaluation ability and promotes their ability to learn independently. His evaluation includes classmate evaluation, teacher evaluation, etc. In the process of mutual communication and coordination, everyone is easy to form a positive, friendly, equal and democratic evaluation relationship, and promote a virtuous circle of teaching and evaluation. For example, students' practical teaching design and evaluation of knowledge application projects can be carried out through self-evaluation and evaluation.

4. Conclusion

Based on results-oriented education, the preschool education professional classroom reverse teaching fully respects and considers the students' development needs. Student-centered, the teacher's concern is no longer how many points the students have scored, but "What is the student's expected result?" "How do students achieve the expected results?", "Do students learn knowledge and can be applied to actual work needs?", etc. With the change of teachers' concerns, the traditional teaching framework is bound to need to be broken. Therefore, teachers apply the reverse design teaching mode to classroom teaching, make full use of a variety of teaching materials and means, can better improve the efficiency of teaching activities, stimulate students' interest in learning, and ultimately improve students' professional knowledge and ability for preschool education. The development of the business provides high-quality professionals.

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