

Curriculum Reform of Preschool Education Majors

BaiWurihan *, Mengmeng Hu, Xifeng Wu

Graduate University of Mongolia, Ulaanbaatar, Mongolia

* Corresponding author: BaiWurihan

Abstract: The course of "Early Childhood Health Care" covers a lot of knowledge about the protection and maintenance of young children's health, which plays an important supporting role in frontline childcare work. After reforming the course, students can improve their childcare skills and be more competent in childcare work in kindergartens. Due to the high degree of coupling between the OBE (output based education) concept of higher education curriculum reform and the curriculum reform of early childhood health care in preschool education majors, this concept is closely related to the curriculum reform of early childhood health care. Because the course of "Early Childhood Health Care" is a practical course that emphasizes practical application and is very important for improving students' childcare skills, this article analyzes the shortcomings in the current implementation process of the "Early Childhood Health Care" course in preschool education majors and proposes reasonable curriculum reform measures.

Keywords: Preschool Education; Early Childhood Health Care; Curriculum Reform.

1. Introduction

Most students are still willing to study the course of Early Childhood Health Care [1]. However, due to weak basic knowledge, insufficient course objectives, content, teaching methods, and evaluation, it is not suitable for vocational school students to learn, resulting in a lack of interest in learning among vocational school students. The analysis of students' views and perspectives on the course of Early Childhood Health Care is as follows:

Firstly, the course content is difficult and challenging. Currently, the content of the "Preschool Health Care" course in secondary vocational schools is not suitable for students without a knowledge foundation, and teachers often use indoctrination teaching in their teaching, which cannot be student-centered and does not take into account the employment needs of secondary vocational students.

Secondly, the teaching method is single. In the teaching process of the "Preschool Health Care" course, teachers often use a single teaching method and fail to flexibly apply multiple teaching methods according to the developmental characteristics of students. Such teaching will make students mechanically memorize the course content in the last few days of the final exam, making it difficult to understand the course content [2]. This not only fails to achieve the course objectives but also greatly reduces students' interest in learning.

Thirdly, the level of childcare knowledge among students varies, as most preschool education students have the expectation of becoming a kindergarten teacher before entering school, and psychologically believe that childcare is something that caregivers should do and has nothing to do with teachers. In the context of such psychological assumptions, students also do not attach importance to childcare knowledge.

Fourthly, the evaluation method is single. Currently, teachers have a shallow understanding of student course evaluation and have not established the idea of diversified evaluation. They still simply believe that course evaluation needs to be achieved through paper and pencil tests. For courses like "Early Childhood Health Care", the evaluation is

still conducted in the form of "final exams". Such a single evaluation method cannot clearly test the learning effectiveness of students [3].

2. Course Problem Analysis

2.1. One Sidedness of Course Objectives

For students, the guidance of "high difficulty" theory in practice is inevitably not useful, so it can be judged that the current curriculum goals of "Early Childhood Health Care" in schools do not meet the requirements of student development. From a policy perspective, under the background of national control majors, students majoring in preschool education in schools will shift from teaching positions to childcare positions, which means that students need more childcare skills. In interviews with kindergarten instructors, frontline kindergarten teachers clearly stated that kindergarten education is a combination of childcare and education, with childcare as the main focus from kindergarten to small classes, followed by education. Most kindergarten teachers, on the other hand, have graduated from college or undergraduate programs and are more proficient in theory. However, their practical abilities in childcare are lacking. If schools can train frontline caregivers with childcare theory and skills, it would be a great supplement for them. However, the current goal setting of the "Early Childhood Health Care" course is almost unable to meet the childcare needs of kindergartens. Therefore, in the process of reforming the curriculum of Early Childhood Health Care, it is particularly important to effectively optimize the course objectives. Otherwise, the curriculum objectives are too theoretical and difficult to guide students in their childcare practice, which will lose the practical significance of education and fail to achieve the purpose of education.

2.2. Single Course Content

Firstly, the course content is a specific exposition of the course objectives, which determine the development of the course content. The school's "Early Childhood Health Care" course objectives are too theoretical, which will inevitably lead to the theoretical development of the course content. Due

to the weak theoretical foundation of the school's students, it is difficult for them to accept the course content. Secondly, the development of the "Preschool Health Care" curriculum cannot reflect educational characteristics. Currently, the school's "Preschool Health Care" curriculum does not possess skills and practicality.

2.3. Curriculum Implementation is "Stereotyped"

The implementation of the curriculum is mainly reflected in the teaching aspect. Teaching is the basic way to achieve the curriculum goals, so the selection of teaching methods is very important in this process. Currently, most teachers in schools are "professional in line", so multiple teaching methods cannot be considered in the selection of teaching methods. The current teaching method used is the "receiving and receiving" teaching method that they have learned in general education. This teaching method is suitable for students in general education, but for students, it is too boring and cannot arouse their interest in learning, resulting in poor course effectiveness, difficult to achieve course goals, students cannot apply what they have learned, and it is difficult for them to adapt to the content of childcare work in frontline kindergartens. Therefore, it is very important to construct teaching methods with educational characteristics in the process of curriculum development, because appropriate teaching methods are the basic way to achieve curriculum goals and also a means to improve student care abilities.

2.4. Unification of Course Evaluation

At present, teachers of the "Preschool Health Care" course in schools tend to adopt a too simplistic approach to course evaluation, mainly using paper-based tests. This evaluation method is often used in the evaluation of general education courses. For school students, paper-based tests are too dull and monotonous, and they psychologically believe that they are no different from general education. Therefore, learning knowledge is to cope with exams, which results in students only having a few days to study knowledge before the exam, which leads to a lack of reliable mastery of basic knowledge and a lack of development in skills.

3. Curriculum Reform of Preschool Health Care for Preschool Education Majors

3.1. Design Course Content That Caters to the Needs of Childcare Positions

The setting of course content is not static, but it cannot be changed. Under the guidance of OBE education philosophy, the course content should be continuously developed according to the talent needs of kindergartens and the updating and fine-tuning of student ability levels, so as to enable graduates of vocational pre-school education majors to adapt to the constantly updated knowledge of pre-school education.

From 1970 to 1990, foreign vocational education curriculum modules were cited in China's curriculum system. The idea of modularity originated from industrial production. Its purpose is to simplify design and manufacturing work, and shorten the time for product and equipment development. In vocational colleges, there are usually multiple professional

(or professional) directions in a professional category, so the curriculum system structure is suitable for professional branches. In each professional teaching plan, the types of courses are basically the same, which provides a place for course modularization. From the continuous deepening of modern curriculum reform, students are increasingly becoming the main body of education. The modular design of the curriculum allows students to choose teaching content based on their interests, needs, and foundation, as well as arrange learning time and grasp learning progress according to their specific conditions. According to the job requirements of the kindergarten, the school divides the teaching objectives of the curriculum into several independent but closely connected modules according to different fields. Each module has its own educational objectives, and learning around this goal is more conducive to student learning. Under the guidance of the OBE concept, the knowledge of the "Early Childhood Health Care" course is modularized.

3.2. Design a Student-centered Teaching Model

The OBE education concept mainly originated from Dewey's activity curriculum in the late 19th and early 20th centuries in the United States. In the activity curriculum, Dewey proposed the "child centered theory", which advocates that students are in a middle position in the teaching process. Therefore, this does not coincide with the student centered concept in OBE education. Therefore, the OBE education philosophy advocates student-centered and constructs a student-centered teaching model. The main characteristics of student-centered teaching are student-centered and teacher led. In the process of imparting knowledge and skills, it is more important for teachers to inspire and guide students to actively strive for progress. They must "give them fish" and also "teach them how to fish". The classroom teaching mode adopts group activities and collaborative methods, combining styles, design styles, personal styles and other forms, or using various teaching aids such as the Internet and multimedia for teaching design planning. The main basis for judging whether the student-centered teaching model can be reflected is whether it can reflect the main role of students; On the other hand, it is whether students can play a leading role. On the other hand, who is the subject of learning, that is, whether it can reflect the subjective initiative of students, whether students participate in the emotions and enthusiasm in the classroom, and whether students are their own managers. If students are responsible for controlling and managing learning activities during the teaching process, and actively participate in classroom construction and activity planning, then this teaching model is student-centered. Students are both developing, immature, and lively. Therefore, in the classroom, with students as the center and teachers as guides and maintainers of discipline, the role of OBE education can be better played and the predetermined curriculum goals can be better achieved.

4. Conclusion

A results oriented curriculum can promote the development of students' reflective abilities. The "Early Childhood Health Care" course guided by the OBE education philosophy can enable students to know the results of learning from the beginning, and it is also taught in a situational context, providing students with more practical opportunities. Through situational teaching, students can personally experience how to choose teaching plans, reflect, and interact

with teachers and children, thereby strengthening their professional learning experience.

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