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Analysis on the strategies of cultivating children's behavior observation ability of preschool education students in higher vocational colleges

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Abstract: Children's behavior observation is the premise of preschool education activities, and one of the basic abilities of preschool teachers. With the continuous development of preschool education, children's behavior observation ability is increasingly valued. In recent years, national policy documents such as the Guidelines for Kindergarten Education (Trial), the Professional Standards for Kindergarten Teachers (Trial) have been issued successively, the role of preschool teachers has been changed, and games are the basic activities the practice and promotion of education concepts such as child-centered education have emphasized the important role of children's behavior observation ability in the professional development of preschool teachers. It can be seen that the students of preschool education major in vocational colleges need to improve their children's behavior observation ability in order to better adapt to the future education work. Therefore, this study attempts to improve the curriculum, teacher teaching, practical training, etc, this paper probes into the problems existing in the cultivation of children's behavior observation ability of preschool education majors in higher vocational colleges, and puts forward countermeasures and suggestions based on the current situation to promote the development of relevant fields of preschool education majors in higher vocational colleges.

Keywords: Preschool behavior observation record of preschool education major students; Preschool education teaching post; Preschool education career observation ability training strategy.

1. Introduction

In recent years, with the development of pre-school education in China, pre-school education has increasingly higher requirements and standards for teachers. Teachers are required to learn to observe children, record their observations, and then spend time reading their behavior notes to conduct in-depth research on children's behavior, which is conducive to improving the effect of kindergarten education and teaching activities. It can be seen that preschool education majors in higher vocational colleges should pay attention to improving students' ability to observe children's behavior, so that they can go to work smoothly. Based on many years of educational experience, the author analyzes the necessity of cultivating students' behavior observation ability and explores relevant training strategies for reference.

In order to improve the effect of early childhood education, teachers must have the ability to observe children. They should not only carefully observe children's daily behavior, but also interpret children's behavior from a scientific perspective, and constantly improve their education and teaching activities on this basis. However, as far as the current situation is concerned, many kindergarten teachers do not have the ability to observe children's behavior, have not formulated a scientific observation plan, and have the problem of missing children's behavior observation data. Therefore, we must solve this problem from the root. In the teaching of preschool education specialty in higher vocational colleges, we should pay attention to the cultivation of children's behavior observation ability, which is an important part of the assessment.

2. The Necessity of Cultivating Children's Behavior Observation Ability

2.1. Pay attention to the problems in the teaching of Basic Theory of Preschool Education

In terms of professional curriculum, the whole teaching material system of traditional preschool education professional curriculum still has some reference value for teaching practice, but its structure and content have lagged behind the requirements of preschool education reform and development. First, the textbook has a strong logic, too much theoretical knowledge such as concepts, knowledge and principles, and many knowledge points overlap, which leads to students' easy to feel boring, and easy to cause students' cognitive confusion. The second is that the content of the textbook has become obsolete, and many cutting-edge theoretical achievements of preschool education research have not been included in the textbook. Third, in the teaching process, teachers' pay more attention to oral presentation, theory, practice, knowledge and skills, and elaborate more on concepts and principles. Students are required to use educational principles to solve practical problems in educational activities with less skill training. It is difficult for students to use them in teaching practice after learning.

2.2. Adapt to the requirements of kindergarten's "new curriculum reform"

The new curriculum reform in kindergartens puts forward higher requirements for teachers. "Teachers should become

supporters, collaborators and guides of children's learning activities". The Guidelines for Kindergarten Education (Trial) requires teachers to have correct educational concepts, good psychological quality, innovative spirit, good at learning and reflection. As a pre-school education specialty for training preschool teachers, curriculum reform must be based on meeting students' professional development needs, "production" oriented, closely follow the post requirements of preschool teachers, provide preschool education students with opportunities for kindergarten practice, let students have a more perceptual understanding of children's behavior observation, focus on improving students' practical ability, and lay a solid foundation for students to adapt to future career development, So that students majoring in preschool education can go to work smoothly.

2.3. Conform to the requirements of curriculum reform in the information age

With the advent of the information age, people can freely receive education and update knowledge without time and space constraints. To realize the curriculum reform under the background of information technology, the integration of information technology and curriculum is an essential and important condition. Through the integration of computer-based information technology teaching media and the teaching process of various subjects, a new teaching environment is constructed to realize the teaching mode of teachers and students learning together, finding together, teaching as a supplement, learning as the main feature and "independence, exploration and cooperation", so that students have their own views on the observation of children's behavior, which can significantly improve students' autonomous learning ability and gradually break away from teachers' teaching, To promote the cultivation of students' learning and practical ability to really implement, so that students can better grasp the children's behavior observation ability.

3. Strategies for cultivating children's behavior observation ability in preschool education

3.1. Integrate curriculum objectives and post objectives

At present, many kindergartens hold a hesitant attitude towards pre-school education talents trained by schools. Students have poor professional skills, lack of teaching practice experience, and lack of mastery of theoretical knowledge. That is, preschool teachers do not know what to do, how to do it, and why to do it when faced with specific operational links in their work. Some graduates of pre-school education still cannot work independently after a long time of post practice. To some extent, this reflects that there are many problems in the training of pre-school education talents, especially in the curriculum, which restrict the development of pre-school education specialty. According to the post ability requirements of preschool teachers, the "preschool education professional integration curriculum" is guided by the training of work ability, so that the curriculum objectives meet the post needs of kindergarten, and ensure that students "use what they learn". Taking children's behavior observation ability as an example, first of all, schools can add special children's behavior observation and evaluation courses, through which students can systematically explain how to develop children's behavior observation plan, how to select the most appropriate observation method according to children's age and status, and how to effectively record children's behavior. For preschool education majors, practical operation is more important than theoretical knowledge. Teachers should provide students with practical opportunities, which is conducive to cultivating students' ability to observe children's behavior. Generally speaking, this course can be opened in the first semester of sophomore year. Students at this stage have learned basic knowledge of infant psychology, infant education, etc., and have a certain theoretical basis of education and teaching. Moreover, many schools will arrange students majoring in preschool education to attend a one-week internship in kindergarten after the end of the second semester of sophomore year. Students have a deeper understanding of the phenomenon of kindergarten education, It lays a good foundation for the course of learning behavior evaluation and observation. In the process of organizing classroom teaching activities, teachers should teach students various methods of observing children's behavior, provide students with different situations, require students to choose different methods of observing children's behavior, and then record their observed children's behavior. Secondly, teachers should provide students with specific observation records of children's behavior, and guide students to interpret children's behavior from the perspectives of pedagogy, psychology, sociology, etc. Finally, teachers should focus on explaining the "Learning and Development Guide for Children Aged 3-6" to students. This guide can play a positive role in guiding the observation of young children, allowing students to determine the theme of observation according to their performance, so as to grasp the focus of children's behavior observation, and provide scientific basis for the following preschool education and teaching activities.

3.2. Integrating curriculum content and one-day activities for children

Due to many factors, students do not know much about professional knowledge, lack rational understanding, and feel difficult to learn professional theoretical courses. Therefore, for them, the closer the distance between the course content and the actual work situation, the more interesting and effective the learning will be. Kindergarten curriculum is implemented through the organization of children's one-day activities in the kindergarten, that is to say, the organization of children's one-day activities is the main situation of kindergarten teachers' work. However, the professional knowledge and skills required by teachers to organize children's one-day activities are comprehensive and complex. It is impossible that any single discipline can meet all needs. For example, the organization of children's outdoor activities involves music, sports, dance, handicrafts, pedagogy, psychology and other disciplines. Compared with a single discipline, the "basic theory curriculum group of pre-school education" is more integrated and can better realize the docking of curriculum content and post ability. Higher vocational colleges and universities can actively seek cooperation with neighboring kindergartens to provide preschool education students with practical training opportunities for children's behavior observation ability, which are embodied in the following aspects. First, vocational colleges and universities can invite kindergarten teachers to explain the skills and experience of observing children's

behavior to students. Such teachers have been at the forefront of kindergarten education and teaching activities for a long time, and have many vivid and vivid cases. Combined with specific cases, they can explain the skills of observing children's behavior, so that students can combine the theoretical knowledge taught by school teachers with the actual cases explained by kindergarten teachers, It is easier to understand; Second, the school can jointly design the practice project of children's behavior observation and evaluation with the kindergarten, arrange the practice training of children's behavior observation according to the actual situation of the kindergarten and the learning level of the preschool education students of the school, and combine the content explained by the teacher in the classroom with the one-day activities of the kindergarten. For example, when the preschool education students practice in the kindergarten, they will organize children to participate in the one-day activities, In the process of organizing one-day activities, students should carefully observe the performance and status of children and record them effectively. For example, a student's observation record is as follows: When playing the game, several children squatted under the big tree and talked about what they were interested in. I walked over and saw that there were several ants under the big tree, and the sky was overcast. I soon realized that it might rain, and the children also discussed about why there were so many ants under the big tree. I seized the opportunity, The children were told a story about ants and why there were so many ants under the tree. The children listened very carefully. Through this observation, I saw that children are full of childish interest, naive and lively. It is the nature of children to love playing. As kindergarten teachers, we must make good use of this feature of children, and truly make them learn in a happy way; Third, kindergartens should actively take the responsibility of assessing the children's behavior observation ability of students, and the scores given by kindergartens to students will be an important part of the final assessment of students. It is worth noting that higher vocational colleges should select the most suitable teacher for children's behavior observation according to the actual situation of the school.

3.3. Integrating curriculum structure and kindergarten activity curriculum structure

The existing curriculum of preschool education is logical in form, but in fact, it has not been integrated into a curriculum system that fully reflects the characteristics and real needs of preschool education. It is not only complicated in content and structure, but also consumes a lot of curriculum resources. The "curriculum group of basic theories of preschool education" breaks the systematisms and independence of various disciplines, divides the curriculum content into projects or modules, and makes the connection between different curriculum contents as much as possible. The effective integration is in line with the integrated and comprehensive characteristics of kindergarten curriculum structure. In order to cultivate students' ability to observe children's behavior, preschool education majors in higher vocational colleges can offer some courses related to cultivating children's ability to observe, such as preschool psychology, preschool game teaching methods, etc. Specifically, preschool psychology can enable students in preschool education majors to better grasp the laws of children's physical and mental development, and conduct more accurate analysis of children's behavior. The teaching method of children's play can improve the teaching quality of students majoring in preschool education, so that the preschool education activities organized by them can attract more children, so as to better observe children. Preschool education research methods This course can help students of preschool education major master more education research methods, and can reflect on their own behavior observation process after taking up their jobs in the future, so as to continuously improve themselves on this basis, which is conducive to improving the ability of preschool education students to observe their behavior. The curriculum of kindergarten education activity design focuses on teaching students the principles and methods of preschool education activity design, integrating the theoretical knowledge of children's behavior observation into the course explanation, and adding the items of observing children during the final examination. For example, teachers can play a video of children to students, and then ask students to observe and record the children using the observation methods learned, and then conduct scientific analysis of children's behavior.

3.4. Integrate curriculum implementation and information technology

The fourth part of the Outline of Basic Education Curriculum Reform clearly points out that we should vigorously promote the universal application of information technology in the teaching process, promote the integration of information technology and subject curriculum, and gradually realize the transformation of the presentation of teaching content, students' learning methods, teachers' teaching methods and teacher-student interaction methods, so as to give full play to the advantages of information technology, To provide students with a colorful educational environment and powerful learning tools for their learning and development. Through the integration with information technology, the "Basic Theory Curriculum Group of Preschool Education" provides students with a new learning platform and tools to enable them to participate in project learning independently. In order to better cultivate the children's behavior observation ability of preschool education students, teachers must give full play to the advantages of information technology in the process of organizing classroom teaching activities, so that students can better understand the children's behavior observation methods, and then master the children's behavior observation skills. For example, teachers can use the online teaching platform to record some videos related to children's behavior observation, and students can watch them using mobile devices. This learning method breaks through the limitations of time and space, and makes it more convenient for students to learn. At present, many online teaching platforms have the function of real-time interaction, such as the Learning App. In the process of watching the video, students can publish the online teaching platform to communicate and interact with other students to better understand what they don't understand or have their own unique views on the content explained by the teacher. With the popularization of multimedia teaching equipment, in the process of organizing classroom teaching activities, teachers must see the value of multimedia teaching and use multimedia teaching equipment as much as possible. It is worth noting that multimedia teaching equipment is only a means of auxiliary teaching and cannot be relied on too much for use. The teacher can use the multimedia teaching equipment to play some children's behavior observation skills and specific

teaching case videos to the students, so that the students can record and analyze with the observation skills just now. Through the multimedia teaching equipment, the students can see one vivid teaching case after another, so that the children's behavior observation ability can be effectively improved. Teachers can also assign students some extracurricular expansion assignments, for example, collect some methods of observing children's behavior ability on the Internet, make the collected knowledge points into PPT, and share it with other students the next day. Students can also be asked to take some observation videos of children's behavior ability, screen out the best works and recommend them to schools, so as to attract more students to participate in this activity.

4. Conclusion

To sum up, children's behavior observation ability is a necessary skill for preschool teachers. The preschool education specialty in higher vocational colleges must pay attention to cultivating students' behavior observation ability, appropriately delete the overlapping parts of the original curriculum content, and appropriately increase the relevant content of the original three courses in combination with the actual needs of preschool education professional development and students' learning needs. The teaching content pays attention to the integration of practical knowledge, combines the practice of kindergarten with books, and realizes the integration of various knowledge points and the integration of theory and practice. In addition, combine the curriculum content with kindergarten one-day activities, kindergarten curriculum and information technology, give full play to the advantages of multimedia teaching equipment and learning app, and make the classroom teaching of preschool education specialty really "live".

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