Research on the Development of Preschool Education Training Resource Database Based on the Cultivation of Innovation Ability

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Abstract—This paper uses questionnaires, interviews and case studies to understand the work needs of preschool education graduates, analyzes the problems existing in the practice of preschool education practice courses, and explores the practice of preschool education practice courses. The path of resource library development is to write curriculum training manuals; to construct educational video activities to implement video and video resource libraries; to develop Internet + network to share learning resources; to compile multimedia courseware resources for organizing activities; and to produce teaching materials, for organizing activities; and to produce teaching materials, and the capacity of young teachers, and required teachers to meet the requirements for the structure of early childhood education so that teachers can be transformed from teaching to guiding, so that students can change from passive learning to active. Learning, and effectively improve students' ability to analyze and solve problems [2]. Combined with the school's school orientation and talent training goal orientation, it forms a curriculum system that is optimized in structure, advanced in content, and characterized by characteristics, which is conducive to the coordinated development of students' knowledge, ability and quality.

From 2017, normal students must take the National Teacher Certification Examination. The teacher qualification examination and the preschool teacher recruitment examination need to assess the student's educational activity design and organizational ability, and require students to demonstrate the analytical ability of the educational phenomenon, the diagnosis of educational problems and the appropriate response ability [3] However, the existing pre-school education practice teaching, the training part is scattered, the lack of professional system training manual and video guidance materials. Therefore, the transformation and development of schools and the employment needs of students have prompted us to attach importance to and strengthen the cultivation of students' educational practice ability and develop practical and effective training resources, which is the urgent driving force for this research [4].

II. RESEARCH METHODS, OBJECTIVES AND CONTENT

A. Research Methods

This research mainly uses literature research methods, questionnaires and interviews, and case studies. The literature research method is used to collect and analyze relevant research literatures, and to summarize the content with reference value, which can provide reference for this research.

The study also used a case study method and a survey method, using a combination of cluster sampling and stratified sampling to conduct a questionnaire survey and case analysis of some kindergarten directors and in-service kindergarten teachers in Xi'an, and to investigate pre-school graduates who graduated in the past four years. The professional competency status of the student. Combining the problems existing in the pre-school education graduating class, using questionnaires
and interviews to understand the practical needs of the current pre-school education design students, to diagnose the current deficiencies, and to explore practical and practical teaching resources development content. Thereby improving the effectiveness of practical course training, thereby enhancing the employment advantage of preschool education graduates and improving the professional level of preschool teachers [5].

B. Research Objectives and Content

Firstly, Investigate the work needs of preschool education graduates and understand their professional competence

This study mainly uses case study method and survey method, using cluster sampling and stratified sampling method to conduct questionnaire survey and case analysis for some kindergarten directors and in-service kindergarten teachers in Xi'an, and investigate preschools graduated in the past four years. The professional competency status of professional graduates.

Secondly, Analysis of the main problems in the current training process of pre-school education activities.

Combined with the problems existing in the pre-school education graduating class, the questionnaire survey and interview method are used to understand the practical needs of the current kindergarten education design students, to diagnose the existing deficiencies, and to explore practical teaching methods.

Thirdly, Develop a new and effective pre-school education practice course 5 modules of training resources, and build a scientific system of training resources.

III. THE RESEARCH RESULTS AND ANALYSIS

A. Investigating the Work Needs of Preschool Education Graduates and Understanding Their Professional Competence

This study mainly uses case study method and survey method, using cluster sampling and stratified sampling method to conduct questionnaire survey and case analysis for some kindergarten directors and in-service kindergarten teachers in Xi'an, and investigate preschools graduated in the past four years. The professional competency status of professional graduates. According to the survey results, 40% of the students after the work reported that the main problem exposed after they first entered the teaching position, was not that they do not, but did not know how to teach the students willing. When designing educational activities for school students, they blindly copy the network ready-made programs, lacking the ability to criticize and identify, neglect independent thinking, and have weak innovation capabilities.

The preschool teachers' practical ability is the core elements of the work in the early childhood teaching, mainly including the communication with parents, the use of community resources, the use of modern education technology and teaching activities, games, choreographing capability, etc. Preschool teacher education training mode on the basis of theory for many years to teach, and light practice, practice is less, and the time to arrange the relative lag, weak pertinence, leading practice will cause the student can sing jump, but not the choreographing, cannot tutoring children, activities designed to imitate good lesson plans, it is difficult to design unique and has its own features according to real need of education activities. Is bound to affect the quality of early childhood education, a serious impediment to teachers' professional growth.

B. The Main Problems in the Current Training Process of Pre-school Education Activities

In the current undergraduate teaching of preschool education, there are “teachers, light students, heavy learning, light learning, heavy theory, light practice”; Phenomenon. Existing pre-school education activity guidance courses, lack of professional system training manuals and video guidance materials in the training process. Therefore, the school transformation and development and student employment needs to promote us, attach importance to and strengthen the cultivation of students' educational practice innovation ability, and develop practically. Effective training resources are the driving force behind this research [6].

IV. THE TRAINING RESOURCE LIBRARY DEVELOPMENT PATH

Develop five modules of pre-school education practice courses, and build a training resource library for scientific systems.

A. Developing Resources for Preschool Children's Educational Activities, and Preparing a Pre-school Education Practice course Training Manual

1) The training manual includes the collection and preparation of the core content of preschool children's social education teaching materials

In the regular textbooks used in undergraduate teaching, only macro goals and content, kindergarten social field practical courses, no specific operational education content, so that students do not know how to determine the content of kindergarten education, often need to be appointed by the teacher, scattered Lack of system. Based on the preschool education professional training objectives and the needs of children's growth, this study focuses on the preschool children's social education curriculum, and writes a typical preschool children's social education activity material resources for students to refer to practice, so that students can understand preschool children's various educational activities. The specific content that should be taught avoids the blindness of students and detours, and promotes the theory to guide practice, so that students gradually form the ability to innovate educational activities.

2) Compilation of kindergarten teachers’ excellent educational activities design plan and expert evaluation

Collect and organize the excellent educational activities of kindergarten teachers, and classify them into a book. The teacher’s guide students to interpret the theoretical basis and merits of this case design in combination with the theory, and provide students with examples of imitation that can be used for reference. The problem is hoped that students will re-create and enhance on the basis of learning excellent teaching
activities, and initially form an educational activity organization and innovation ability.

3) Accumulate student design activities based on problem diagnosis.

Combine the educational activities designed by students to carry out problem diagnosis, so that students can understand the shortcomings and mistakes that are easy to make, and the problems that need to be avoided when designing educational activities, and put forward targeted improvement suggestions in combination with the theory. Enable students to develop critical awareness and problem diagnosis skills.

B. Construction of Preschool Children's Educational Activities Organization and Implementation of Video and Video Resources

In-depth demonstration kindergartens, recording live video of kindergarten excellent educational activities, accompanied by expert interpretation and evaluation, and produced a series of video and video resources. To enable students to experience the implementation process of early childhood education activities, let students combine theoretical observations and analyze excellent educational activities, change the activity video into activity programs, re-create organizational implementation, and realize from practice to theory to practice. Understand how to teach and why such questions are taught, and encourage students to creatively use the ability of kindergarten education activities.

C. Development of Internet + Network Sharing Learning Resources

Make full use of the Internet + online learning platform, strengthen the development of micro-class case resources, and improve the practical teaching conditions. Create personalized and creative inquiry-based micro-curriculum, use audio and video software to create special micro-curriculum resources, exchange and discuss on the online learning platform, provide conditions for students to carry out experiential training, enhance the attractiveness and appeal of training, and strengthen The combination of information technology and teaching practice effectively strengthens the cultivation of students' innovative ability in teaching and research activities.

Through the school fund and build between colleges, etc., improve the campus experimental conditions, to integrate existing resources, building good kindergarten rooms including simulation, the psychological observation and the micro-standard classroom training rooms, school, etc. To make the theory of learning and skills to learn productively into practical knowledge and ability, the effective way is to implement. "learning by doing" One is combined with the practice with the theory of "live". A number of set theory by colleges and universities for researchers and practitioners of "double type" teachers to conduct teaching, based on the practice personally demonstration, guide students to use professional theory thinking education problems and comments on the effect of education, organize students to participate in "trial teaching, practice, viewing" practice, guides the student to grasp theory combining with practice. The second is "live" in practice with theory. Group of students in the school training center and the micro-standard simulated create kindergarten classroom environment and organize activities of the kindergarten's actual training, causes the student to grasp the essence of the theory in the concrete operation of, and grasp the latest ideas and methods of the kindergarten curriculum and teaching, improve students' ability of education practice.

D. Developing Multimedia Courseware Resources for Preschool Education Activities

Preschool children's thinking has an intuitive and visual, concrete, vivid and visual multimedia courseware, which can improve the enthusiasm of educational objects, combine text, pictures and real scenes, and creatively produce rich and colorful multimedia courseware resources, which can be shared and absorbed during training. Strengths and constant supplements, improve the accuracy of students' production of courseware, avoid students' inability to lead, make up the patchwork, and not precise enough.

E. Operation Teaching Aids and Material Resources for the Production of Preschool Education Activities

The characteristics of preschool children's curiosity and activeness determine that they learn intuitively, emotionally and practically. Preschool education requires a lot of practical materials. By purchasing and cooking teaching aids, enriching teaching materials and improving the fun of teaching.

V. TEACHING PROBLEMS, MAIN FEATURES AND PROMOTION VALUE TO BE SOLVED IN THIS STUDY

The teaching problem to be solved is based on the diagnosis of the problem of pre-school education practice training, the research program of developing the training resource library, the exploration experience of sublimation teaching reform, and the sharing of practical training resources for pre-school education practice courses.

A. Teaching Problems to be Solved

In order to implement the requirements of teaching reform, research and construction of practical teaching resources, and actively implement a series of new teaching methods such as situational teaching, case-based teaching, online and offline flipping classrooms, so that teachers can be transformed from teaching to guiding, so that students can change from passive learning to Active learning, and effectively improve students' problem-solving and innovative ability. It supports the teacher qualification examination for teachers and the recruitment examination for preschool teachers, and cultivates the analytical ability of the teacher's educational phenomenon, the diagnosis of educational problems and the unique ability to cope. Thereby improving the design innovation and organizational ability of educational activities.

In view of the shortcomings of the students and teachers in the practice teaching of the inside and outside training bases, we propose to use the existing training equipment and environment, develop and deploy the interactive teaching means of the integration of colleges and kindergartens, and complete the process of the core skills and applied skills in the
practice teaching of colleges and universities. In terms of design content, we can construct teaching courseware database, practice case database, training project video database, virtual experiment database, test questions database, literature database, common question answering and other modules as the main content of teaching and training resource platform. In addition, we can also include knowledge expansion, job standardization industry standards, industry frontier dynamic modules as a useful supplement to cultivate students' professional ability. We should train and exercise students' technical ability, professional ability, scientific inquiry and other abilities through the platform, and also ensure the smooth development of teaching work.

B. Main Features Shareability

1) Sharing Property

Focusing on preschool children's social education, and joining teachers in other fields to participate in the construction of training resources, the research results can be promoted and applied in five areas of kindergarten education and multi-course and multi-class resources are shared. Invited teachers from peer schools to participate in research and development Internet + network sharing learning resources, which can be promoted and used in peer schools to realize mutual sharing of training resources.

2) Practicality

With the construction of practical teaching resources as the main focus, through the systematic design of practical teaching content and the comprehensive integration of practical teaching resources, the construction of teaching materials, teaching courseware, teaching cases, micro-class lessons, special teaching aids, etc. Resources, develop the curriculum resource support system for pre-school education teacher skills training, so as to support college teachers to understand the actual situation of kindergarten front-line teaching, scientifically formulate teaching content and teaching mode, and at the same time support teachers' network-based case observation, teaching internship, virtual learning A series of independent learning and training activities will promote the cultivation of applied and innovative preschool education professionals.

3) Innovative

Develop online teaching resources, build a structured learning platform, strengthen students' interest in learning and ability, and promote self-learning and innovative thinking. Use the school network platform to strengthen the combination of information technology and teaching practice, and effectively strengthen the cultivation of students' vocational skills. Through the excellent teaching cases in various fields of kindergarten provided by the training resources, the teaching process and effects are displayed in an all-round way, and the teachers are supported to carry out teaching activities such as segment observation, overall observation, and comparison observation, and support targeted training of teaching skills to enable teachers to Classroom teaching has an intuitive and sensible understanding, and plays a role in demonstrating the teacher's test. Enable students to innovate teaching content and methods after entering the job, enhance the employment advantage of preschool education graduates, and improve the professional level of preschool teachers.

C. Promotion Value

With the construction of practical teaching resources as the main focus, through the systematic design of practical teaching content and the all-round integration of practical teaching resources, the construction of materials covering teaching materials, teaching courseware, teaching cases, micro-classes and other types of resources, development Pre-school education teacher skills training curriculum resources support system, so that college teachers can easily understand the actual situation of kindergarten front-line teaching, scientifically develop teaching content and teaching mode, and at the same time support teachers' network-based case observation, teaching internship, virtual learning, etc. Self-directed learning and training activities have a guiding role in the training of applied pre-school education professionals. The research of this subject will greatly optimize the training model of preschool education personnel training, strengthen the practice teaching reform of preschool education, and infiltrate quality education into professional education. Microtea can create situations to enable students to experience, communicate and share, realize and experience. The seamless connection of practical training enables students to participate in the design of teaching activities and the evaluation of teaching organizations. The research can train students' job interviews to show their professional ability through micro-courses. After entering the job, they can innovate teaching methods and promote home interaction through micro-courses and WeChat. To enhance the employment advantage of preschool education graduates, improve the professional level of preschool teachers, and enhance the social competitiveness of technology-applied talents, which is conducive to improving the employment rate of students.

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