

# Research on Curriculum Assessment Model Construction of Preschool Education Specialty Based on Ability Cultivation

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## ABSTRACT

The undergraduate preschool education major has its own complex characteristics, and the graduates it trains must have solid theoretical knowledge and excellent practical ability. There are many ways to achieve this goal, among which curriculum assessment and process assessment are important components.

**Keywords:** ability training; undergraduate preschool education major; course assessment; process assessment; participation in Teaching

## 1. INTRODUCTION

By changing the teaching evaluation system and educational concept, changing the teaching and assessment mode, transforming the role of teachers and students, developing a new curriculum system, and guiding students to change the way of learning and other strategies, this paper can further enhance the level of students' ability cultivation. On October 24, 2015, the State Council issued the Overall Plan for Promoting the Construction of World-class Universities and Disciplines, which clearly proposed to accelerate the establishment of a number of world-class universities and disciplines to enhance the comprehensive strength and international competitiveness of China's higher education, providing strong support for the realization of the "Two Centenary Goals" and the China dream of national rejuvenation [1]. On August 22, 2018, the Ministry of Education issued the Notice of the Ministry of Education on implementing the Spirit of the National Conference on Undergraduate Education of Institutions of Higher Learning in a New Era (hereinafter referred to as the Notice) [2]. On September 10, 2018, At the National Education Conference, Xi Jinping pointed out that we should deepen the reform of the education system, improve the mechanism of cultivating moral integrity, reverse the unscientific orientation of

education evaluation, and resolutely overcome the stubborn malarial problems of scores, advanced degrees, diplomas, theses and hats, so as to fundamentally solve the baton problem of education evaluation [3]. On November 7 of the same year, Several Opinions of the CPC Central Committee and the State Council on Deepening Reform and Standardizing Development of Preschool Education pointed out that it is necessary to improve the teacher training system, innovate the training mode, optimize the training curriculum system, highlight the integration of care and education, improve the laws and regulations of preschool education, strengthen the construction of practical courses for children's development and kindergarten care education, and improve the professional level of training. At the same time, we will start the national certification of preschool education major in normal universities and establish a training quality assurance system [4]. Since 2019, the State Council, the Ministry of Education and the Health Commission of the People's Republic of China have issued more than 10 sets of documents on early childhood education. This reflects the importance the state attaches to preschool education. On August 22, 2019, Chen Baosheng presented the State Council's report on the reform and development of preschool education to the Standing Committee of the National People's Congress, pointing out that the draft legislation on preschool education is under way. A series of

documents, notices and speeches show that it is an inevitable requirement for the development of the times to pay attention to the cultivation of students' ability in pre-school education of undergraduate course. Only by vigorously promoting the ability cultivation of undergraduate preschool education can the students be able to meet the requirements of the development of the times.

## **2. CURRICULUM SETTING AND CHARACTERISTICS OF UNDERGRADUATE PRESCHOOL EDUCATION**

Preschool education is a basic major with strong theoretical foundation. It requires the students to have solid theoretical foundation and master rich theoretical knowledge. It also emphasizes that the students should transform their knowledge into behavioral response and practical operation activities, and show implicit knowledge by explicit behaviors such as action, operation, speech expression, painting, dance, game design and game development. The curriculum of preschool education generally includes the main courses: principles of pedagogy, general psychology, preschool education, preschool child development psychology, preschool child care, kindergarten curriculum, kindergarten organization and management and other theoretical courses. However, on the basis of the main courses, its core courses also include children's games and guidance, children's dance and creation, children's stick drawing and creation, children's song playing and accompaniment, children's language education and activity guidance, children's health education and activity guidance and other practical operational courses. Its practice is mainly to carry out social survey, educational practice and curriculum design. The curriculum often emphasizes on the design of cultivating students' knowledge structure, but in the process of cultivating students' professional ability, it is often inadequate. On the one hand, they lack expert-level professional teachers with rich theoretical knowledge and practical experience; on the other hand, they lack enough time and energy to monitor students' learning and operation process. It is difficult to determine whether students have learned and mastered a certain knowledge and skill or just can write a study report. In the curriculum, students are required to have the ability of conservation, education and research, but the degree of this ability and whether it can meet the practical requirements are not specified. In job-hunting and work, employers often let graduates expose their own cultural accomplishment and skill operation in the real situation, so as to reach the point of people's approval. It can be seen that the essential difference between undergraduate preschool education and secondary vocational preschool education lies in that undergraduate preschool education not only trains

students with practical operation ability, but also strengthens the cultivation of students' cultural literacy and academic research ability. Therefore, the establishment of a scientific and reasonable course assessment method plays an important role in monitoring the cultivation of comprehensive ability of preschool education students, and is an important guarantee for realizing the cultivation goal of undergraduate preschool education major.

## **3. PROBLEMS IN THE CURRICULUM ASSESSMENT OF UNDERGRADUATE PRESCHOOL EDUCATION**

At present, there are still many problems in the curriculum assessment of undergraduate preschool education. First, pay too much attention to the results of the assessment. It is essential to carry out appropriate closed-book exams for courses with strong theoretical knowledge, but paper exams that pay too much attention to results ignore the records of process assessment, and it is difficult to effectively transform theoretical knowledge into practical ability. The second is the disconnection between theory and practice. Many students have never had contact with children before graduation field work, so they do not know how to establish an intimate relationship with children, and it is hard to avoid some stiffness in teaching and imparting knowledge to young children. For example, the teaching of children's song "Sympathy for Peasants": hoe in the afternoon, sweat drops grain soil; Who knows the food on the plate, every grain is hard. Many college students find it difficult to guide the children to imagine and understand the scene described in this poetry. Third, the form of preschool education curriculum assessment can not reflect the ability to develop as the goal of teaching requirements. As the ability must be reflected through the form of practical activities, the assessment of this practice must be a comprehensive evaluation, such as practice report, activity design, paper writing etc. The fourth is the wrong understanding and application of the idea of "learning by doing" in practice assessment. On the one hand, it emphasizes "who" to do it, and on the other hand, what to do [6]. "Learning by doing" is just a common summary of Dewey's teaching method, but it is not an accurate summary of Dewey's teaching method. On the contrary, "learning by doing" also leads people to repeat some of the mistakes Dewey had suggested, such as pursuing shallow interests, stressing hands-on skills, and relaxing academic standards. Compared with "learning by doing", "participation" is a more appropriate summary of Dewey's above teaching thoughts [7]. "Learning by doing" emphasizes that students should experience, operate, comprehend and construct their own knowledge system in their learning activities, while "doing" focuses on "participation" and "doing" focuses on interpersonal interaction and mutual influence. But in reality, people often understand and

apply the superficial meaning of "learning by doing", and fail to fully understand its true meaning. Therefore, in the process of applying the guiding ideology of "learning by doing", we cannot simply understand the literal meaning, but must play the role of interpersonal interaction between students, especially according to the characteristics of children, simulate practice coping, and give full play to the practical significance of "doing and learning".

#### **4. THE TREND AND INEVITABLE REQUIREMENT OF CURRICULUM ASSESSMENT REFORM OF UNDERGRADUATE PRESCHOOL EDUCATION**

First of all, the curriculum assessment reform of undergraduate preschool education is an inevitable requirement for application-oriented talent training. The training mode of application-oriented talents requires that students should aim at meeting the requirements of employers in terms of practical application ability. In other words, the cultivation of application-oriented talents in preschool education requires students to have good professional ethics and quality, and to return knowledge to nature, so that children can contact knowledge in the game and be willing to yearn for knowledge.

Secondly, the curriculum assessment reform of undergraduate preschool education is an inevitable requirement for the further development of the major. The development of preschool education is no longer the traditional child care education, it requires the students must adapt to the characteristics of early childhood development to carry out teaching, which is the most primitive and most biological teaching. It requires the cultivated students to meet the professional standards, which is also the inevitable requirement to reflect the characteristics of preschool education [8].

Thirdly, the curriculum assessment reform of undergraduate preschool education is an inevitable requirement of classroom teaching reform in colleges and universities. With the development of the intelligent era, students' access to information is becoming more diverse, more convenient, but also more fragmented,. Students know a lot of information, but not necessarily much knowledge, internalized professional skills is insufficient. It can be seen that the traditional model of "lecturing -- note-taking -- reciting -- examination" has been unable to effectively cultivate students' comprehensive abilities, and the assessment form must be changed to focus on process assessment [9], stimulate students' classroom participation, and make students become the leading actor and dominant player in class.

Finally, the curriculum assessment reform of

undergraduate preschool education is also an inevitable requirement for the construction of "Double Tops". "Double Tops" requires the students to have solid discipline accomplishment and strong professional skills, as well as the ability to use professional knowledge for social practice service and scientific research. Therefore, the reform of undergraduate preschool education curriculum assessment is an inevitable trend of professional development.

#### **5. CONSTRUCTION OF A NEW MODEL FOR CURRICULUM ASSESSMENT OF UNDERGRADUATE PRESCHOOL EDUCATION**

In view of the professional training objectives of preschool education under the requirements of the new era, the new model of undergraduate preschool education assessment should be constructed from the following aspects. The model construction is shown in Figure 1.

The first is to transform the teaching evaluation system and build a teaching team based on teaching. In the process of promoting the ability training as the goal of education and teaching, there is a big gap between the teaching performance of most university teachers and the requirements of university education [10]. The current teaching evaluation emphasizes students' evaluation of teachers, which makes many teachers only want to be good teachers, thus avoiding spending a lot of time and energy on teaching. Therefore, while paying attention to students' evaluation of teaching, more attention should be paid to teaching process materials, including the results of teaching and scientific research, so as to build a teaching-oriented teaching team, guide teachers to pay attention to teaching investment, and make teachers return to the classroom, return to the main work of teaching.

The second is to change the concept of education and clarify the goal of personnel training. The training goal of preschool education major students is to take the ability training as the guidance, pay attention to the cultivation of students' practical ability, that is, on the basis of learning cultural knowledge, strengthen skills training, including game design and operation, musical instruments and dance performances, and mobilize children's ability to participate in activities, especially the ability of Pro children. To cultivate a qualified kindergarten teacher, one must have love for children Teaching profession, love the trivial work in preschool education, close to children and their family system.

The third is to change the teaching mode and pay attention to students' participation. In the process of teaching, students can gain something only if they have put in, participated in, experienced and realized the students. Let students self construct knowledge in the

process of participating in teaching and apply the knowledge to practice activities [11]. At the same time, in the teaching process, we should pay attention to the problem-based, and teach the knowledge content with guidance, so that students can actively think and actively participate in the learning process, and require students to try scientific research under the guidance of teachers.

The fourth is to change the roles of teachers and students and strengthen the students' main body. The classroom should originally be student-centered, which is also the main content of Chen Baosheng's appeal that teaching should return to the student-centered content: strengthening students is the main role of the classroom, and teachers are only students' tools or guides. Before class, teachers should design the content and form of teaching in advance, and guide students to actively search for information, prepare all the arrangements needed for teaching, so that students can learn by doing, that is, learn to deal with future work problems in the process of learning to do things.

The fifth is to develop new curriculum system and update curriculum content and teaching mode. In the aspect of talent cultivation design, it pays attention to

the combination of theory and practice, emphasizes that theory serves practice, practice tests theory, and the mutual promotion and close combination of the two in the teaching process. To eliminate those courses that are disconnected with reality or less relevant, break the old and structured teaching mode, and make the curriculum system, content and teaching mode in line with the characteristics of the times, in line with the current undergraduate thinking mode and demand characteristics.

Finally, it is to guide college students to change their learning methods. Starting from the change of teachers' teaching methods and teaching concepts, we should guide students to absorb the knowledge brought by the new methods with an open and inclusive attitude, change the traditional rigid knowledge learning by rote, guide students to think about the relationship between what teachers "teach" and "not teach", and internalize these knowledge into their hearts, abandon the phenomenon of "teachers teach one, students learn one", and carry forward "teachers teach one, students learn ten" and "teachers do not teach, students have learned or learned" teaching and learning mode, so that students can effectively master the professional ability.

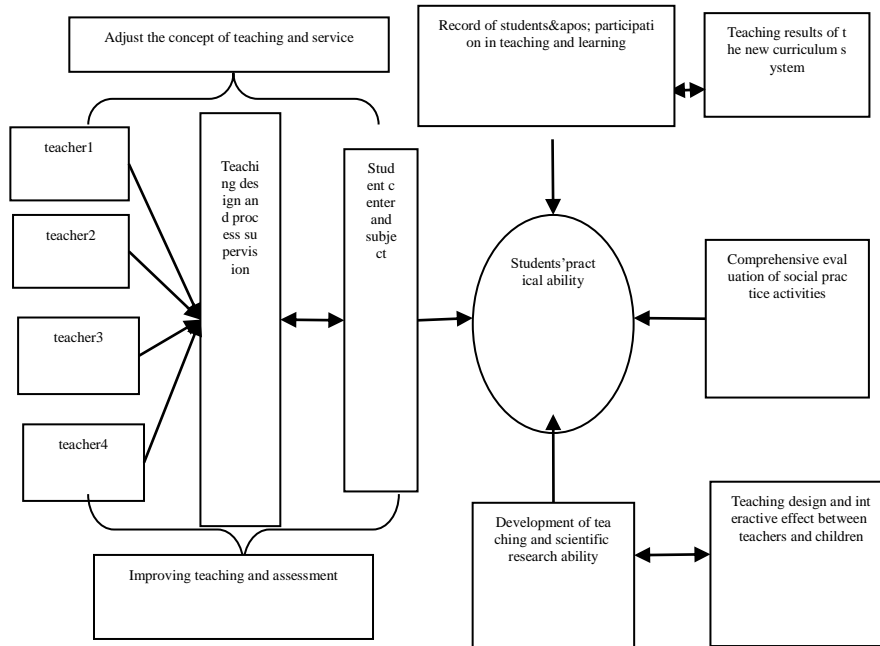


Figure 1 construction of curriculum assessment model based on ability training

## 6. CONCLUSION

Under the new situation, the cultivation of undergraduate pre-school education students will tend to the development of comprehensive ability. While paying attention to the development of students' practical

operation ability, we should develop students' cultural knowledge literacy and improve their academic research ability, so as to make the students of preschool education major not only different from junior college students, but also closer to graduate students, so that the graduates can adapt to children in kindergarten preschool education, the characteristics of children,

dealing with children's problems and teachers' love interaction with children, and can find new phenomena and new laws of preschool education in the process of preschool education, and summarize the new phenomena and new laws to share with others. Therefore, the development of the new era requires that the cultivation of undergraduate students tends to be more inclined to the cultivation of comprehensive ability. Due to its own particularity, the ability of graduates of preschool education is not only practical ability, but also pays more attention to professional ability, reflecting the professional quality and technical charm of Preschool education so as to improve the students' practical ability, application ability, game design and implementation ability, dance arrangement and situation play ability, knowledge self-learning ability, cultural literacy display ability, scientific research ability and the ability to live and love.

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