

The application of role experience teaching model in the training of preschool education

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Keywords: role experience, preschool education, applications in training

Abstract. In 1950s, psychologists in western countries started studying the role experience, which was later introduced to the class by American educators to make a teaching research in practice. After the exploration and perfection for several decades, role experience teaching model has been widely applied to the practical teaching process in western developed countries. It makes a great contribution on the development of modern education and the creation of science and technology in western countries.

In recent years, as the new curriculum reform is deepening, more emphasis has been paid on Emotion, Attitude and Values of children. Role experience teaching model has caught the attention of domestic educators. As preschool education is the weakest link of education in China, the further research of role experience teaching model and its application in the training of preschool education will have a positive effect on the development of China's education. This paper based on the connotation of role experience, analyze the application in the training of preschool education and give some suggestions in the process of role experience teaching.

1. Introduction

Since the issue of "Compulsory Education Curriculum Standards" in 2011 by the Ministry of Education, domestic basic education paid more attention to children's Emotion, Attitude and Values. Preschool education plays an important role in basic education system. Teaching activities of preschool education is teacher-centered for a long period. It is an educational process which is organized and guided by a variety of games, the process is purposeful, planned, targeted and meaningful. The active guide for preschool children makes the difficult teaching activity become vivid, lively and easy to accept.

Nowadays, economic globalization is an irreversible trend. Education globalization and internationalization of human resources is bound to take place in the near future. And innovation will be an important condition of talent strategy in the future. Role experience teaching model is a teaching model which merges enthusiasm, team, creativity, initiative and experience property. Under the background of focusing on the cultivation of children's socialist core value system, apply the role experience teaching model to preschool education will have a positive impact on children's growth and development.

2. The summary of role experience teaching model

Teaching model, to some extent, is a direct reflection of teaching theory and teaching ideology in a certain period. It refers to a style of relatively fixed teaching process and program which is established under the instruction of a certain theory to regulate the teaching behaviour. In brief, teaching model is a kind of teaching framework.

Experiential teaching is a teaching form which is on basis of highly values of respecting and caring for life, by way of creating or reproducing the actual scene and restore and reproduce the actual experience according to children's own characteristics and patterns of physical and psychological development. In this way, children can sentiment the scenery, understand the knowledge, get emotional resonance in the virtual scene, and build their knowledge system

ultimately. Experiential teaching can make children not only get knowledge and emotional experience in teaching, but also get more meaning of the value of life from the teaching experience.

Different teaching model reflect different teaching theory and teaching ideology. Role experience teaching model is a kind of role interactive teaching model. It refers to a teaching practice which is under the instruction of pedagogy, basic psychology, learning theory and educational teaching theory and teaching by way of role-exchange, role-transfer, simulate situations and reproduce the situation.

Role experience teaching model, on one hand, changes the past teaching mode of “chalk and talk”, and enhance the teaching method of “teacher as the guide, children as the subject, training as the main line” on the other hand. It focuses on the emotional experience of both teachers and students. Teachers are supposed to understand children’s ideas and insights on basis of their love and respect to children, appreciate the beautification of children’s mind and accept children’s weakness. Teaching process is not only a process of children’s learning knowledge and deepening emotion, but also a process of emotional communication between teachers and students.

The object of preschool education is a group of children who represent the nation’s future and hope. Therefore, in the training of preschool education, more attention should be paid to children. Both teachers and students should actively participate educational activities, so that children can have a positive mental state in the experience and establish a correct feeling view, outlook on life and value in the good atmosphere which is full of the warmth of society and teachers’ cordial.

3. The application of role experience teaching model in the training of preschool education

Under the background of the reform of education all over the world, traditional teaching method which is taking the teacher as the leader of class activities, teachers organize activities as the major means and with teachers impart knowledge as the basic teaching mode cannot meet the needs of the development of innovation in modern society. Nowadays, the target of preschool education is to cultivate children’s innovation. Hence, in the teaching process of preschool education, we should not only make art, physical, mental and other aspects of children develop comprehensively and harmoniously, but also develop children’s ability of logical thinking, the ability to deal with problems and the ability to adapt to the environment, and cultivate the creativity such as the ability to respond to emergencies in order to make a good preparation for children’s better life in the future.

The training of preschool education is mainly a classroom teaching model that students make use of the training platform in school or out of school to experience teachers’role. It requires prospective teachers to acquire the necessary practical skills, explain the knowledge by using a variety of modern media, demonstrate at first and let students experience repeated in order to master the relevant skills after understanding. Case analysis is a major way in the training of preschool education. This paper takes the scene that a large number of PLA soldiers rescue in the ruins with aftershocks in Wenchuan earthquake as a case and take “love education” as the theme for training applications. The three stages of the case in role experience teaching in the training are as follows:

3.1 The preparation phase of creating the scene and stimulating the interest

Teachers are supposed to make a penetration of “love” to make children preliminarily understand the meaning and range of love, explain profound theories in simple language, cultivate students see things around with “love” vision and consider others with “love” way of thinking. Help children to understand the abstract concept of “love” and motivate children’s strong interest in the topic of “love”. Let children analyze and think the phenomenon of concrete examples as a person full of love.

Let children master the abstract theory according to these simple case. Then let students give some love-related examples or experience to lay a foundation for the later connection with the case of combating in a PLA’s role.

3.2 Design and analysis of the case

Firstly, set the teaching process of “love”. Teachers should help children to understand the teaching objective, classroom goal and activity objective before teaching, in order to make sure the

activity go smoothly under the premise of children clearly know the target. It would be a waste of time if there is no design of curriculum objective.

According to the requirement and features of preschool education, the goal of this class is to make students understand the PLA's mission and responsibility, percept people's army's love of people and their love of the great rivers and mountains of the motherland in the simulated earthquake environment, and let them find love and feel love in their daily life. The setting of teaching process is as follows.

Table 1: The setting of teaching process

setting of teaching process		
target setting	target fulfillment	realizing way
knowledge objectives	comprehend the meaning of love and the true meaning of love	thinking and feeling independently
competence objectives	Master the way to express your love	cooperate discuss explore
affective objective;	find love, feel love and understand love in daily life	observe your life and be good at discovering the beauty of life

Secondly, think independently and taste “love”. The subject of the class is all of the children. Children are not only the master of study but also the main object to complete the teaching. All teachers take the development of children as the starting point. In the case of the education of “love”, children are the operator and implementer of the program. No matter putting forward questions, answering questions or the way to solve problems, the conclusion should be made by children according to their own experience in daily life after thinking independently. For instance, as a PLA soldier, what would you do if you are under the condition of losing your life at any time and never see your parents in the aftershock. Children should be given enough time to answer this series of questions after thinking independently and percept the “love” of the PLA at the moment of vital importance.

Finally, discuss in groups and cooperative explore “love”. After thinking independently and solving the problems, teachers should separate students into several groups and organize discussions. Let children exchange their way of solving problems under the condition of earthquake and then make a subjective evaluation and let each group design a best solution after the communication, discussion and brainstorming.

3.3 Evaluate and summarize, enhance the capacity of innovation

In the case analysis, children set the teaching goal and lead the class as a teacher under the guidance of teachers. Other students also feel the PLA's dauntless spirit of defending the homeland and putting their heart and soul into people from the simulate scene. Summarize the teaching process and the implementation plan after the perception and evaluation of role experience in order to make children's summary sublimate from case to theoretical knowledge and the perception of the essence of life. The mode from theory to practice, then sublimate from practice to theory and eventually practice with the guidance of theory can make children feel the love everywhere in life in a virtuous cycle, which lay a solid foundation for the enhance of capacity and the innovation of time in the future. This entertaining teaching model let students enjoy themselves in the learning process of role experience and enhance students' self-confidence and pride.

4. Problems that need attention and suggestions on the role experience teaching model

Role experience is the only way to implement the teaching activities in the future, an important means for children to participate in teaching activities, the main way to cultivate children's ability of independent innovation, an effective way for children to build their own knowledge and value systems. Teaching by way of role experience in preschool education can make children learn in a relaxed atmosphere in the classroom, percept life and establish correct values. Every teaching mode will not show its strong vitality unless after a long-time test. Role experience teaching model is no exception. Its role in teaching is undeniable. However, it is not perfect. There is still some problems exist in the training.

4.1 Problems existed in the application of role experince teaching model

For one thing, role experience teaching takes a long time. The 21st century is a era that the information and economy develop in a high speed. The sentence "time is money" is bear in people's mind. In the teaching process, time is also an important teaching resource. Therefore, time is an important factor that must be considered in the choice of teaching method if the teacher is qualified. From the process of role experience teaching, no matter the preparation before class, scene setting and performance, or children's exploration , summary and reflection, all these things take a lot of time to complete. If the time is not sufficient, the expected teaching effect cannot be reached. If the time is too long, the completion of other teaching tasks will be affected, so that the overall curriculum will be impacted.

For another thing, the difficulty of problems in the profile is not easy to grasp. The actual role experience and simulation role-playing are two ways to reproduce the scene. To provide children with a moderate difficult scene to perform is a prerequisite for the smooth conduct of role experience teaching. Teaching situations with appropriate difficulty can cause children's interest in active participation, so that all aspects of children can be displayed and improved. However, the difficulty of problems in the profile is not easy to grasp. Bad phenomena recur in the teaching practice due to the teachers' setting problems incorrectly. For example, the setting of some questions not only dispel the enthusiasm of children's participation but also make children step back before participating. There are mainly two reasons for the phenomenon above. One is that the questions set by teachers are too simple and the answer is obvious. Children cannot get improved and do not have the desire to participate. The other is that the scene is too complicated. Children cannot solve problems of that kind of height with their existing knowledge, thinking skills and learning experience, so that they are timid and cannot explore their potential when they face problems.

4.2 Suggestions on the application of role experience teaching model

To avoid the problems above, teachers must deeply understand and accurately grasp children's ability, and put forward questions which are not only in line with children's level of knowledge and emotional development but also have profound educational significance in limited time. In this way, the scene can be truly reproduced so that children can experience emotions such as happy, sad, hesitate and angry. And teachers can experience children's mental activity from the position of children. This can lay a foundation for the better conduction of educational activities in the future.

On one hand, the establishment of situation should base on the motivation of children's interest. Tao Xingzhi clearly put forward the ideology "integrate teaching, learning and practice" in his educational thought, which means that both teachers and students have inescapable responsibilities in the teaching process. Teachers' responsibility is to teach children and children's responsibility is to learn. Teachers should teach students the ideas and ways of thinking to solve the problem instead of teaching them the methods of dealing with problems. In brief, teachers should give students the finger which can touch a stone and turn it into gold rather than give them gold directly, and let children be the subject in the teaching situation. No matter the way of thinking to solve the problem or the finger which can turn a stone into gold, all these need the close cooperation of children. Hence, more students can be attracted to participate the teaching activities to experience the teaching situation by way of causing children's interest.

On the other hand, guide children experience the teaching activities actively. Experiential learning is a strongly advocated learning mode of modern education. In this model, teachers should take full advantage of their position as the leader and collaborator in the teaching activities, give children the chance to experience actively and give judicious guidance according to circumstances. Let children learn knowledge by trying, thinking and exploring in their personal experience and practice, form a subjective judgement and understand the truth of life. This requires teachers not only respect the subjective position of children so that children can be a major participant of the learning activities and fully express themselves, play the subjective role of their own. But also actively guide children complete the goal of classroom teaching successfully under the premise of children's fully exerted subjective. Children are weak individuals. Thus, children's growth of knowledge and accumulation of experience must be done with the correct guidance of teachers.

5. Conclusion

Generally speaking, the development of role experience teaching is not mature and the deficiency still exists in the application. However, role experience makes students participate in teaching activities actively by way of making children experience and feel a variety of roles. This teaching model reflects the scientific development concept of "people-oriented" to a maximum extent. If teachers always adhere to the subjective position of children, base on children's emotional experience and life experience and respect the law of children's physical and mental development, the role experience teaching model will play a more important role in the development of children and radiate a stronger vitality in the process of the implementation of quality education of our country.

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