

Theoretical Exploration of Practice Teaching Reform in Preschool Education Using Social Construction Theory

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Abstract: *The influence of social construction theory lies not only in its breakthroughs in the level of meta-theory and social theory, but also in its implications in the level of social practice. Starting from the theory of knowledge and methodology, the theory of social construction has a strong sense of criticism. Questioning the existing settings, the existing knowledge and the methodology of positivism all mean that it has the meaning of subversion and liberation in practice. Criticizing, changing or tearing up the social Settings that one does not like is an important social practice of social constructivists. In the training process of preschool education professionals, the theory of social construction has important theoretical value for the reform of practice teaching of preschool education specialty. Colleges and universities should be committed to building a community of practice teaching of preschool education specialty, creating a field of practice and experience integrating knowledge, action and thought, and promoting the transformation of teacher-student interaction from a one-man show to a duet.*

Keywords: *social construction theory, preschool education specialty, practical teaching*

1. Introduction

Practice teaching is the core link in the training of preschool education professionals. In order to promote the high-quality development of preschool education and achieve the goal of high-quality talent training, the preschool education major must attach importance to and strive to construct a practical teaching system that conforms to its attributes and characteristics [1]. As a new mainstream theory of contemporary international education reform, the social construction theory has strong enlightenment significance for the deepening reform and scientific implementation of professional practice teaching of preschool education in China and for improving the professional level of kindergarten teacher training in China.

2. Perspective analysis of social construction theory

Social construction theory originated from Vygotsky's theory of psychological development, and its influence has gone far beyond the scope of knowledge theory, and has exerted profound influence on many social science fields such as psychology, pedagogy, politics and sociology. Social construction theory establishes a new explanatory framework in knowledge, learning and teaching, and forms a unique view of knowledge, learning and teaching in social construction theory.

2.1 Knowledge comes from the meaning construction of society

Social construction theory emphasizes the sociality of knowledge construction. Social construction theory emphasizes the social negotiation of knowledge construction on the basis of affirming the individual subjectivity of knowledge construction. Social construction emphasizes the interaction between the micro and macro background of society and the internal construction of individual self, and regards it as a social process of mutual negotiation, mutual promotion, circulation and co-construction. As Gergen, the founder of social constructivism, said, "Our knowledge about the world is not a reflection or map of the real world, it is not derived from the nature of the world, but is constantly constructed through the interaction between people in social life, and the construction process of knowledge is not driven by natural forces, but from the active cooperation and interaction of

people in a specific relationship."

2.2 Learning is the active construction of learners based on real situations

Unlike traditional objectivist epistemology, social construction theory considers the importance of context to learning. Brown et al. point out that "knowledge is situational, to the extent that knowledge is the product of activity, culture and environment, and knowledge develops in context". Regarding the learning situation, the social construction theory first emphasizes the authenticity of the situation and the experience of the subject. He believes that learning is a complex social and cultural adaptation process, and learning should be based on the real situation or the simulated situation as close as possible to the real situation. Through perceiving and experiencing various elements, signals and meanings in real practice situations, learners propose hypotheses and establish action plans through dialogue, reflection and meaning negotiation with physical environment, teachers, peers, learning tools and teaching materials, etc., implement actions and verify hypotheses in practice situations, and finally generate new knowledge in the process of problem solving. Increase awareness and understanding. At the same time, social construction attaches great importance to providing learners with an extended learning environment. Expansive learning environments are often associated with concepts such as "stimulating," "challenging," "fun," and "motivating."

Social construction theory emphasizes the need to construct a multi-agent and diversified learning environment through multiple channels, introduce a variety of internal and external professional resources, break through the inherent closed activity system of schools, guide learners to enter a new open activity system, establish relations with external professional institutions and personnel, and generate new knowledge in continuous interaction. Social construction theory highlights the subject status of learners' knowledge construction. According to the social construction theory, teaching is a special process of social communication, and the teaching process is a process in which learners actively construct knowledge, which is realized through continuous interaction and negotiation between learners as subjects and teachers, peers, teaching materials and learning tools in real situations. From the perspective of social construction theory, learners should be reflective practitioners. Learning is a process in which learners actively reflect on their own learning methods and the use of learning tools, explore their own existing knowledge, constantly interact and integrate old and new knowledge, reach a balance in the process of repeated assimilation and adaptation, and finally construct new knowledge.

2.3 Teaching is a cooperative construction between teachers and students

As the core relationship in teaching activities, the realistic pattern and value orientation of teacher-student relationship directly affect the process and result of teaching practice. In the view of social constructivism, teachers and students are the two subjects of teaching activities, and teaching activities are the cooperative construction between teachers and students [2]. On the one hand, the inter-subjective relationship between teachers and students is embodied in the equality of teachers and students in personality and status, and the relationship between them is authentic, direct and non-exploitative. On the other hand, the intersubjective relationship between teachers and students allows for differences in their role-playing processes. According to Ralph Turner and other scholars on the role theory, in terms of the role rules between teachers and students, they exist equally; As far as role playing is concerned, in teaching activities, teachers have multiple roles, such as facilitator, coordinator, collaborator, resource consultant, etc. The teacher-student relationship in the teaching process emphasizes the role playing based on the role regulation of teachers and students. Dole, the representative of postmodern curriculum theory, pointed out that the role of teachers is more similar to "chief among equals", "as the chief among equals, the role of teachers has not been ignored; On the contrary, the teacher is the leader and collaborator of the internal situation, not the external despot."

3. The enlightenment of social construction theory to the reform of preschool professional practice teaching

3.1 Build a community of professional practice teaching in preschool education

According to the social construction theory, the construction of human knowledge is realized to a large extent through the interaction between people in learning life. Knowledge construction is not confined to the individual system, but exists in the open system of society. However, throughout the whole practice teaching process of preschool education in China's current colleges and universities,

there is no normal and scientific interaction mechanism among college teachers, kindergarten teachers, normal university students and education administrators, but more scattered, passive, random and "coping" inefficient interaction, and some subjects even lack interaction. Therefore, we must build a community of practice teaching in preschool education. In recent years, although the concept of practical teaching community has been published in newspapers and monographs from time to time, the effect of education and teaching practice is not satisfactory [3]. How to truly and effectively implement the construction of practical teaching community and how to realize the operation of practical teaching community still needs the joint efforts of the theoretical and practical circles.

The key to the efficient operation of the practice teaching community of preschool education lies in the following points. First, establish the goal of practical teaching community. The goal of the practical teaching community should not be limited to the professional development of normal university students, but should also include the professional development of other members of the community, including college teachers, kindergarten teachers, teaching and research staff, etc, to address the long-standing lack of drive among members of the community and the phenomenon of "cooperation without action". The second is to establish a practical teaching community communication mechanism with dialogue and cooperation as the carrier. All parties of the Community should establish a mutually-beneficial and symbiotic relationship on the basis of dialogue, consultation, joint participation and cooperation, and form an open, all-round and three-dimensional communication mechanism of the practical teaching community. Through dialogue and consultation, the phenomenon of absolute discourse power formed by the "administrative authority" of the education administrative department and the "professional authority" of college teachers in the community should be changed, the equal identity of the members of the community should be reconstructed, and the atmosphere of equality, safety and mutual assistance should be created. The content of activities within the community should be determined by the members of the main body through consultation. At the same time, attention should be paid to improving the participation of kindergarten teachers, teaching and research staff and normal university students [4]. The patterns of practical teaching activities in the community should be enriched, and the integration of learning, practice and dialogue communication of diverse subjects should be realized in various practical teaching activities such as curriculum practice, activity practice, educational practice and social practice. The third is to promote the coordination of the community system of practical teaching, cooperation between actors is not natural cooperation, and actors must establish a cooperation mechanism or "rules of the game" as an intermediary.

The professional practice teaching community of preschool education must establish a complete system to supervise and restrict the behaviors of various subjects, ensure that all stakeholders can participate equally and deeply in the decision-making and actions of the community, and achieve common development [5]. However, for a long time, due to the high heterogeneity and complexity of the members of the practical teaching community, there is still a lot of room for optimization in the organization of the community. From the perspective of social construction theory, the colleges and universities in the community (except a few affiliated colleges and universities), kindergartens, city and county education administrative departments are under the jurisdiction of the provincial education administrative department, and it is more efficient for the provincial education administrative department to coordinate and promote the coordination of the community system. Scientific responsibility, monitoring, evaluation and reward and punishment mechanisms should be established, the responsibilities and obligations of various subjects should be clarified, and the achievements of community building should be included in the performance assessment of educational development of cities and universities. In addition, we should improve the funding mechanism for teacher education, ensure the steady growth of special funds for practical teaching, and formulate corresponding policies and give corresponding organizational system guarantees.

3.2 Create a practical experience field that integrates knowledge, action and thought, and is highly efficient and mutually cohesive

For a long time, influenced by the traditional technological rational value orientation, in the practical teaching of preschool education in colleges and universities, teachers (including college teachers and kindergarten teachers) mostly select and analyze representative cases of education and teaching practice, whether it is curriculum practice, education internship, education study, etc., while normal university students are limited to observation and imitation [6]. This kind of teaching attempts to prove the correctness of educational principles through the explanation and analysis of practical cases. The root cause is that the teaching practice of education is simply regarded as the application of educational principles, ignoring the embodied experience of normal students. From the perspective of

social construction theory, professional practice teaching of preschool education is not a simple accumulation of theoretical knowledge, nor can it stop at the acquisition of indirect experience, but a professional practice activity generated by the integration and dialogue between theory and practice (especially embodied experience) [7]. Therefore, the practical teaching of preschool education should be deeply integrated with resources such as education subjects, education places and education information technology platforms, so as to create a multi-type, realistic and contextualized teaching practice field for normal college students, and guide them to actively generate practical wisdom of education and teaching in embodied experience and self-reflection.

In particular, there are four suggestions. First, integrate practical teaching community resources. In college curriculum teaching interspersed with kindergarten on-site teaching observation, regional and outdoor game guidance and other observation activities, this way can help normal students to learn educational theories and enhance the concrete experience of kindergarten comprehensive practical activities; Practical teaching activities such as kindergarten comprehensive activity design and kindergarten-based curriculum development can also be embedded into the professional curriculum practice of normal university students to deeply integrate theoretical knowledge and teaching practice. Second, the practical teaching community should give full play to their respective advantages in the allocation of administrative resources, policy support, educational theory, teaching practice and other aspects, innovate the practice teaching pattern of preschool education, organize and implement curriculum practice, activity practice, educational practice, social practice and other practical teaching activities through project learning, social service, on-the-job internship, volunteer teaching assistance and other ways. Help normal university students truly realize the integration of knowledge and practice. The third is to optimize the team of practical teaching guidance teachers with dual-teacher interaction, especially to give play to the teaching guidance role of kindergarten teachers and teaching researchers in real situations, and to help normal students internalize and absorb through activities such as communication and discussion, narrative exploration, and practical reflection [8]. The fourth is to stimulate the subjective initiative of normal university students. In the dialogue and consultation with members of the community, it helps normal university students generate practical wisdom to carry out teaching activities in accidental situations through individual perception and independent reflection, and realize the integration of their own "knowledge, action and thought".

3.3 Promote teacher-student communication behavior from monologue to dialogue

From the perspective of social construction theory, practice teaching activities in preschool education can be regarded as construction activities in teacher-student communication. It should be noted that the teacher-student relationship in the practice teaching of preschool education mentioned in this paper is not in a narrow sense, but in a broad sense, including teacher-student relationship, teacher-teacher relationship and student-student relationship. Specifically, it includes the relationship between college teachers and kindergarten teachers, college teachers and normal students, kindergarten teachers and normal students, college teachers and teaching researchers, kindergarten teachers and teaching researchers, normal students and teaching researchers, etc. At present, the actual pattern of practice teaching activities of preschool education in colleges and universities is the disorderly construction of the typical type.

Specifically speaking: one is the unconsciousness of teacher-student communication. Both teachers and students lack the conscious consciousness of individual subjectivity and the common consciousness of class subjectivity, and lack the conscious initiative of interaction. The second is the singleness and inequality of teacher-student communication. In teaching activities, teachers and students show more one-way, monologue and unequal communication in the form of "talking and listening". The third is the one-sidedness of the field and subject of communication. At present, the phenomenon of narrow communication field between teachers and students in practice teaching of preschool education is prominent, and multiple types of practice teaching fields such as universities, kindergartens and society are separated from each other and go their own way, and the education effect is significantly weakened. This leads to the weakening or lack of the subject.

4. Conclusion

To sum up, we must actively change the form of teacher-student communication in the current practice teaching of preschool education, from one-way monologue teaching to multi-direction dialogue teaching. First of all, create a free speech teaching environment. To some extent, it is one of

the signs that teachers and students, especially students, can truly realize the freedom of speech. The freedom of speech in the practice teaching activities of preschool education can be guaranteed from three aspects. The first is the independence of the language subject, that is, the individual independence of teachers and students on the basis of democracy and equality is fully guaranteed. The second is the innovation of speech content. The key of speech innovation lies in the independence of thinking of speech subjects. Various subjects can combine their personal knowledge and experience to inspire innovation and generate new knowledge, meaning and mutual relations in speech communication. The third is the interactivity of the speech mode, which changes the teaching mode of "speaking - listening" in the traditional practice teaching, and requires a multi-directional interactive dialogue and communication mode between teachers and students, students and teachers. Secondly, multiple measures should be taken to stimulate the initiative and comprehensiveness of the multi-subject communication between teachers and students. In the traditional practice teaching, "speaking and listening" is the practice teaching form under the educational value orientation of "cultivating things", while the dialogue teaching activity is the practice teaching form under the educational value orientation of "generating people". "Dialogue" teaching focuses on stimulating the subjective initiative of teachers and students. College teachers, kindergarten teachers and teaching and research staff should give full play to the role of facilitators, guides and supporters, while normal university students should fully tap their own individual initiative and become real reflective practitioners. At the same time, it integrates various types of practical teaching fields such as universities, kindergartens and societies, scientifically guides college teachers, kindergarten teachers, teaching researchers and normal university students to deepen all-round, three-dimensional and multi-level exchanges, forms a joint force for educating people, and promotes high-quality professional practical teaching of preschool education.

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