

# Research on Practical Innovation Curriculum of College Students' Pre-school Literature Education

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**ABSTRACT.** *In the actual teaching, the teaching of pre-school literature course often emphasizes theory over practice, which emphasizes the teaching of theoretical knowledge and neglects the cultivation of students' practical ability. Art education, as an indispensable part of preschool education, compulsory education, vocational education, higher education, continuing education, national education and special education, plays an important role in implementing and deepening quality education and infiltrating humanistic spirit, and becomes an important way to promote the development and healthy growth of students' innovative ability. On the basis of analyzing the present situation of practice teaching of preschool literature course, this paper expounds the viewpoints and discusses the practice in the aspects of innovating diversified teaching methods and means of theoretical knowledge and strengthening practical training inside and outside the school.*

**KEYWORDS:** *Pre-school literature, Practice and innovation, preschool education*

## 1. Introduction

Early childhood education in China has a vigorous development trend and has achieved rapid development in a very short period of time. Pre-school literature course is a required course for pre-school education majors in normal universities [1]. Because of its own curriculum characteristics and value functions, the practical teaching of this course has become an essential teaching link. Effective practice teaching is of great significance to improve the overall teaching quality of preschool literature course.

Preschool literature plays an important role in children's early growth and is the spiritual food for children. As the enlightener of preschool education, preschool teachers are also important communicators of preschool literature, which is not only its educational content, but also its educational carrier and tool [2]. Therefore, based on the analysis of the present situation of preschool literature teaching, this paper puts forward some reform suggestions on target orientation, content selection, method innovation and perfect evaluation, so as to truly guide the teaching of preschool literature courses in colleges and universities.

## 2. Analysis on the present situation of practice teaching of preschool literature course

### **2.1 The curriculum connotation is not deeply understood, and the practical teaching scheme is not systematic**

Practical teaching lacks overall grasp and systematic arrangement in the whole curriculum system, and has not yet established a reasonable teaching system [3]. In pre-school literature teaching, students majoring in pre-school education must position themselves correctly, and every student must understand that their future service target is children, so students must pay more attention to pre-school literature when reading. Pre-school literature teaching is limited by the closed classroom, with a single and narrow teaching area, a serious lack of vividness and richness in the classroom, which is quite different from the actual teaching. Once college students trained by theory break away from the traditional teaching environment such as books and classroom papers, they often fall into embarrassment in teaching practice. Practical teaching does not form a systematic theory, and there is

also a lack of whole-course and time-effective quality control for the actual operation of practical teaching.

### ***2.2 The curriculum is not scientific, rational and systematic***

The basic duty of art education schools of preschool education major in secondary vocational schools is to pass on knowledge and do basic work for standardized talents needed by society. In the teaching process, due to teachers' lack of understanding of the curriculum objectives and unclear teaching objectives, the research and practice of teaching methods are not sufficient. If you want to do a good job in the teaching of picture books, you must combine literature with art. For children's drama, its teaching elements are more abundant. For example, in the process of children's teaching, you can take words and songs, games and dances [4]. On the one hand, it can improve self-cultivation and knowledge, on the other hand, it can display its own works according to social needs, so that students can learn and master them better.

### ***2.3 One-sided evaluation of curriculum teaching assessment***

Preschool education majors often neglect the evaluation and examination of preschool literature courses, and pay too much attention to achievements and neglect students' daily performance. Every individual is unique. Teachers must respect students' individual differences in teaching, explore each student's intelligent potential and promote each student's development [5-6]. One-sidedness of the assessment method makes college students simply memorize theoretical knowledge points when learning preschool literature, and pays insufficient attention to daily behavior norms, which is not conducive to the promotion of professional quality and professional skills. Combined with the reality of today's social development, improve the ability and skills of cultivating and educating students, gain insight into the psychology of pre-school education students in secondary vocational schools and understand their behavior patterns, influence and guide students with correct thoughts, and timely guide and correct the problems that students have.

### ***2.4 Insufficient cultivation of students' practical ability***

In the process of pre-school literature teaching, some teachers only pay attention to imparting theoretical knowledge while ignoring practical teaching, and unilaterally emphasize classroom theoretical teaching, but pay insufficient attention to pre-school literature practical teaching. The practical teaching of art education narrows the distance between students and real life, and can help students better understand the relevant knowledge objectives of preschool education and the content of early childhood education; The practice of art education satisfies the characteristics of students' love of inquiry, and can promote students to better practice and innovate in cooperative inquiry and apply theory to real life [7]; Although most schools have begun to attach importance to practical teaching, at the conceptual level, the organization of practical teaching is imperfect, the guidance is not strong enough, and the guidance effect is not ideal. Only through the diversity of student evaluation methods can we ensure the development of students' different intelligences. Only by ensuring the development of students' different intelligences can students learn freely and liberate themselves from scores.

## **3. Discussion on the construction of practical and innovative curriculum in preschool literature education**

The practical teaching of pre-school literature course is mainly classroom teaching, which combines in-class and out-of-class, organically unifies the learning and mastering of knowledge with the practice and application of knowledge, follows the principle of from shallow to deep, from easy to difficult, and carries out various practical teaching activities in a planned and organized way according to the characteristics of different styles and specific learning requirements.

### ***3.1 Curriculum system construction***

The division of labor and cooperation among the courses offered by a major constitute the curriculum system. Whether the curriculum system is reasonable is directly related to the quality of

training talents [8]. The curriculum system of vocational schools is mainly reflected in the proportional relationship between basic courses and professional courses, theoretical courses and practical courses, and compulsory courses and elective courses.

Among many subjects, the reason why children's literature course can be integrated teaching is that it has its own unique characteristics, and the reform of integrated teaching can't be done in every subject, but the reason why children's literature course can do this is that it has its own interdisciplinary characteristics. According to different contents, the teaching materials can be divided into cognitive scenes, aesthetic scenes, moral scenes and comprehensive scenes. By studying logically organized teaching materials, it is easy for teachers to organize teaching and evaluate teaching. The use of multimedia teaching resources can broaden the teaching ideas of preschool literature course. To cultivate students' multiple intelligences imperceptibly, so that students can better apply preschool literature materials to teach children in the future.

As the focus of curriculum reform, we should work out teaching contents suitable for the training objectives of preschool education. Although art courses are very important to cultivate students' artistic ability and innovative ability, art education in preschool education must be closely combined with professional characteristics to reflect professional characteristics.

### ***3.2 Innovate classroom teaching methods***

With the continuous development of science and technology, today's educational technology has begun to move towards modernization, and modern teaching technology has provided many conveniences for preschool education majors in colleges and universities. The core curriculum of preschool education specialty should take advantage of the intuitiveness, pertinence and objectivity of multimedia technology to assist teaching. Teaching mode is the embodiment of teaching theory, the generalized form and system of teaching practice, and it has diversity and operability. Therefore, teachers have certain requirements for the selection and application of teaching mode, which must be consistent with teaching objectives, and should consider the actual teaching conditions to choose teaching mode according to different teaching contents. Modern multimedia technology can completely get rid of such limitations, and can make teaching get rid of the conventional shackles and change to the direction of integrated teaching [9].

Through the display of sound and image, the abstract concept is concretized, which further arouses students' interest, increases the classroom teaching capacity, enriches the teaching forms, and makes students' learning relaxed and lively. The use of integrated teaching can make teaching more vivid and change the traditional teaching mode of preschool literature course. In teaching practice, we try to combine the theory of multiple intelligences with the content of preschool literature course, combine different types of intelligences with different teaching contents, adopt different teaching methods, design different teaching activities, enrich teaching expressions and cultivate students' different intelligences.

### ***3.3 Establishing a diversified mode of practical teaching of professional core courses***

We should pay attention to the individual differences of students' learning ability, interest and foundation in the practical teaching process of core courses of preschool education specialty. It is necessary to smooth out this difference from the content and requirements of practical teaching, so that different students can get a unified platform in front of practical teaching of core courses of preschool education major, and then realize the common development of different individuals. Teachers pay attention to art, which can not only reverse students' artistic ability and innovative ability, but also promote the smooth development of teaching work. According to the artistic, literary and aesthetic elements contained in picture books, students can guide children's reading of picture books with correct and reasonable methods and improve their reading level. It can not only make students master the rhythm and rhythm of children's songs and children's poems, but also encourage students to accumulate children's songs and children's poems, so as to accumulate experience for children's poetry teaching in the future.

### ***3.4 Enrich the teaching content of the course and do a good job in interpreting the special modules***

The definition of course content should be based on two considerations. First, determine the course content from the angle of knowledge and ability composition of college students. Secondly, we should abide by the teaching principles of preschool literature course. To make students fully understand the position, function and present situation of preschool literature in preschool education and teaching activities, the most direct way is to lead students to kindergarten to observe teaching and communicate with front-line preschool teachers. On the basis of theoretical knowledge learning, students can be organized to read and give lectures on preschool literature works a few minutes before class. Each student chooses a favorite preschool literature work, and practices storytelling repeatedly in his spare time, while displaying it in class.

In teaching practice, in order to strengthen students' awareness of participation and innovation, cultivate students' thinking ability, innovation ability and artistic expression ability, give students the opportunity to choose their favorite ways to express themselves and communicate, enrich their emotions, and improve their personality and purify their souls. Therefore, if preschool teachers want to cater to the development of the present era and turn education into quality education, they must explore how to complete the integrated teaching reform in preschool literature courses. Make teaching truly a useful and pluralistic unity and complex, and promote the effective improvement of students' cognitive level, knowledge structure, ability and quality in an all-round way on the basis of fully embodying teachers' teaching characteristics and abilities, and create new modes and methods for the long-term development of preschool education students and the improvement of professional core curriculum practice teaching.

### ***3.5 Improvement of teaching conditions***

While ensuring the normal connection and application of the current off-campus practice teaching bases, we should develop new off-campus practice bases, raise funds, establish affiliated kindergartens of our school, strengthen students' practice links and expand employment. In the evaluation, the progress of students is included in the evaluation content, and the method of multiple comprehensive evaluation is adopted; The evaluation should pay equal attention to both in-class and out-of-class, and pay attention to the evaluation of fitness process and fitness ability; Not only can we achieve objective and fair final results while completing the teaching tasks, but we can also get the comprehensive quality bonus given by the school after obtaining the certificate of corresponding competition results by participating in the creation and performance of extracurricular teaching practice.

Pay attention to the study and application of modern educational technology and means, gradually realize the modernization and diversification of teaching forms, expand the space of art education, improve the quality of art teaching, and improve the professional ability and level; Formulate regular training and exchange system for teachers, encourage teachers to engage in scientific research, and ensure the renewal of teachers' teaching concepts; Advocate teachers and students to establish a new interactive relationship between teachers and students.

## **4. Conclusions**

To sum up, if we want to complete the integrated teaching reform of preschool literature course, we must pay attention to some literary factors, artistic factors and educational psychological factors in preschool literature works, because only in this way can we balance all kinds of problems encountered in the process of preschool education. Teaching and learning evaluation is an effective means to improve teaching quality and teaching effect. Construct a diversified evaluation system of students' social practice innovation ability, and solve the problems of assessment and evaluation of students' social practice. Through innovative reforms in teaching objectives, teaching contents, teaching methods and teaching evaluation, the teaching value and educational significance of the course itself can be enhanced, so as to realize the teaching function of the course and provide effective guidance for the teaching of preschool education in China.

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