Research on the Innovative Pattern of Education for Children

Xiaomei Zeng

ABSTRACT
This paper analyses the development of preschool education professional dance courses, researches education in the teaching process of problem, and researches the cause of the problem in order to explore a more perfect solution, aiming at promoting normal preschool children's dance curriculum innovation model, and improving the quality of teaching of preschool education dancing courses.

At the present stage, people's standards for early childhood education have been constantly enhanced, and the comprehensive development of children is the educational goal pursued by many parents. The traditional early childhood education model can no longer meet the current educational needs. Therefore, it is imperative to innovate and improve the learning model of preschool education professional dance class.

1. SIGNIFICANCE OF RESEARCH ON THE INNOVATIVE PATTERN OF PRESCHOOL EDUCATION FOR CHILDREN IN NORMAL UNIVERSITIES

1.1 Social Demand for Preschool Education Professionals

In recent years, Chinese government and education departments have proposed to build professional preschool education teams and expand the scale of undergraduate preschool education teachers. It is evident that our country attaches great importance to the development of preschool education and the
urgent psychological demand for market talents. With the development of social economy, the cultural needs of citizens are increasing, and the level of social civilization is also constantly improving. The competition is fiercer and demand for talents in various fields is increasing day by day. Preschool education, as an important part of education, gradually shows its importance and necessity. At the same time, the social demand puts forward new standards for the quality of preschool teachers in the new era.

According to the difference research results of relevant departments, the number of preschool education teachers in China is obviously insufficient, and the professional level of teachers is relatively low. There are few young teachers among preschool teachers, and the age of teachers is mainly middle-aged. The quality of teachers in urban kindergartens is satisfactory, but the quality of preschool teachers in rural areas and less developed areas is obviously insufficient. In order to improve the development speed of preschool education industry and meet social needs, the education group is eager to have educators with specialized educational skills, strong initiative and enthusiasm for work, innovative consciousness and scientific research ability.

1.2 Requirements for Early Childhood Education Development

Children are the future and hope of a country's development. The quality of early childhood education to some extent affects the development trend of the nation and the country in the next few years or even decades. New teaching outline explicitly pointed out that the teaching of the preschool education should respect children in the dominant position of teaching, respect the development of children's mental health, focus on quickening children's growth and development rhythm and pace, in the education teaching which should be cognitive ability of children's learning and development, and the cultivation of teachers which should have the specialty of different children. Teachers should be able to independently choose the content of education, and independently complete the preparation, implementation and evaluation of education and teaching. All the above requirements can show the basic concept of reform and improvement in preschool education in China, clarify the important position of children in education, and put forward the specific direction of preschool teacher training.

It is pointed out that the core of early childhood education is to promote children's physical and mental health development, promote children's good living habits, and lay an important foundation for children's lifelong development. It also puts forward the characteristics that preschool teachers should have in the new era, such as rich teaching methods, firm teaching concepts and complete professional knowledge.
Art activities are often used in early childhood education. It is one of the educational activities. Based on holding activities, preschool teachers should have a comprehensive and profound understanding of students, follow children's thinking in the setting of activities, and follow children's perceptual actions and sensory images. Dance activities are an important part of kindergarten art activities morality, in line with children's preferences, and can be accepted by children in a short time. The combination of dance and music can stimulate children's initiative and enthusiasm to involve and cultivate children's imagination and innovative thinking. The holding of dance activities also requires teachers to have professional dancing ability, cultivate children's specialty, improve children's comprehensive quality, and promote children's comprehensive development.

1.3 The Trend of Dance Education in Kindergartens

Dance activities are an important part of kindergarten activities. Dance is a visual, relaxing, lively and happy way to guide children to participate in the education. It has been proved by practice. Dance can not only provide aesthetic education for children, but also improve their physical quality and improve moral education, which has a subtle impact on children in all aspects. Therefore, it can be seen that the importance of dance education in early childhood education and the need for educational objectives in quality education. With the progress and development of The Times, people's value judgment and value selection of beauty have undergone new changes. The holding of dance activities can also meet the growth needs of children.

2. EXISTING PROBLEMS AND REASONS OF PRESCHOOL EDUCATION PROFESSIONAL DANCE COURSE MODEL

2.1 The Educational Concept of Dance Courses is Backward

Traditional dance teaching and the present stage of dance teaching have certain differences between the new dance teaching activities of the script, can greatly promote the participation of students initiative and enthusiasm, fully mobilize students' learning enthusiasm, improve the students' knowledge accomplishment and dance performances, dance and traditional dance teaching can meet the above requirements. The education under the guidance of the dance teaching philosophy of freedom of loudness can greatly improve students' initiative. However, under the traditional teaching method, students learn nothing after learning dance knowledge only by repeated imitation and practice, and students' tiredness will easily be triggered after a long period of imitation.
Furthermore, college teachers should constantly improve their own dance teaching concepts, enhance flexibility and initiative in the classroom, and carry out teaching with the "people-oriented” concept.

2.2 The Teaching Method of Dance Course is not Flexible

At present, in the dance teaching of pre-secondary education major in colleges and universities, teachers' teaching methods are very rigid, and they cannot combine diversified teaching methods with dance teaching, which leads to the continuous decrease of students' learning enthusiasm, dull classroom, poor teaching quality, and therefore affects the overall development of students.

2.3 Unreasonable Allocation of Dance Course Content

The dance curriculum in many universities is not scientific and has some unreasonable factors. The unreasonable arrangement between professional courses and dance courses is not conducive to the improvement of students' professional ability, not to mention the mastery and application of students' dance knowledge. Nowadays, the imbalance in the allocation of preschool education content, the quality of preschool education needs to be improved, and so on. Colleges and universities need to further integrate, improve the teaching allocation, and promote the comprehensive development of students.

2.4 Dance Course Evaluation System is not Scientific

The teaching rating is reasonable and effective can directly reflect the teaching achievements of early childhood education. In the process of evaluating students' dance courses, teachers only focus on whether students can master dance movements and be familiar with professional knowledge but ignore students' emotional expression and emotional integration in the performance process. This single teaching evaluation system affects the authenticity and effectiveness of teaching evaluation, reduces students' interest in dance learning, and hinders the innovative development of dance teaching in preschool education.
3. MEASURES AND SUGGESTIONS ON THE INNOVATIVE MODE OF PRESCHOOL EDUCATION PROFESSIONAL DANCE CURRICULUM

3.1 Update the Teaching Concept of Preschool Education Professional Dance Courses

First, teaching concept should be renewed to meet the learning desire of students. In traditional dance teaching, students mechanically imitate and repeat many times, resulting in dance becoming a product of mechanical patchwork. The charm contained in dance has been gradually polished by imitation, and the pursuit of happiness and beauty in dance has ceased to exist in the classroom. It is difficult for students to appreciate the happiness of dance learning, and it has become a burden in their study and life. Therefore, to improve and reform the dance in the classroom teaching mode, change the old teaching ideas and teaching methods, adhere to the students as the main body of the classroom, with a dance professional, aesthetic feeling gradually meet the aesthetic needs of students and audio-visual enjoyment, thus enriching the dance innovation consciousness, promoting the enthusiasm of students in dance education and professionalism.

3.2 Optimize the Teaching Method of Preschool Education Professional Dance Courses

First to adjust the teaching content of dance teaching appropriately. The teaching perspective should be transformed into students' learning goals and interests, and the content selection should be conducted by using dance with moderate degree. Whether students have strong professionalism should be defined according to their ability, so as to ensure the novelty and challenge of teaching content. In the teaching process, students' professional and comprehensive learning should be guaranteed to improve their basic dance ability and teaching ability. The picture shows students majoring in preschool education practicing dance.
Secondly, with the continuous improvement of students' learning ability and level, the teaching content should be adjusted gradually to ensure that students' ability can be constantly improved in education and teaching. In addition, dance observation courses can be properly carried out to enhance students' sensory experience of dance charm.

3.3 Enrich the Teaching Content of Preschool Education Professional Dance Courses

In dance teaching practice, students' dominant position should be respected in the classroom and moral education, aesthetic education and humanistic education in the education should be added, so as to improve students' comprehensive quality, cultivate students' positive and optimistic character thus enhancing students' communication ability and laying a foundation for early childhood education in the future. Dance teaching in preschool education should actively learn different kinds of dance, meet the needs of students on dance learning, and improve children's initiative and enthusiasm in dance learning. The below picture shows children's folk dance performance.

In dance teaching skills, guiding students to study children's dance, analyzing the related skills in children's dance, and conducting detailed discussion on techniques, movements and steps can facilitate students to engage in early childhood education, and facilitate children's learning and mastery.

3.4 Pay Attention to the Diversification of Evaluation Methods

Adopting diversified teaching evaluation methods can improve the enthusiasm of learning dance and greatly improve the enthusiasm and motivation of students. The evaluation system with authenticity and fairness can effectively improve the dull atmosphere in class and improve the quality of teaching. Teaching evaluation system should pay attention to the diversification of evaluation indicators, attach importance to the implementation of evaluation moral process, and give full play to the positive influence of evaluation.
Dance teaching can promote the improvement of children's physical quality, contribute to the development of children's innovative consciousness, strengthen children's temperament and physical beauty, and help children develop a good aesthetic concept. The diversified setting of evaluation mode can innovate and develop the teaching mode and content of preschool education to a certain extent and achieve more ideal teaching results.

4. CONCLUSIONS

To sums up, dance teaching in the traditional preschool education teaching mode seriously restricts the enthusiasm of students majoring in preschool education to learn dance and affects the overall development and overall progress of students. Therefore, colleges and universities should carry out systematic curriculum improvement and reform, accelerate the innovation of dance courses for students majoring in preschool education, give full play to students' enthusiasm and initiative, and enhance children's interest in dance learning while constantly stimulating students' subjective initiative. Moreover, the modern teaching evaluation method is effectively used to evaluate the teaching of students majoring in preschool education, so as to promote the continuous improvement of preschool education dance courses and achieve more considerable teaching achievements.

REFERENCES