

Analysis and the improvement strategies of observation records in preschool children's learning

Gu Jing

Beijing Haidian District Staff College, Beijing, 100083, China

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Abstract: As time goes, education has become a very important part of the comprehensive strength of countries. The proportion of investment in education research has increased substantially all over the world. With the further development of education, the emphasis on preschool children's education is also increasing. This paper will analyze the observation records of preschool children's learning from the three aspects of the importance of observation records in preschool children's learning process, the development status of preschool children's observation records at home and abroad, and the effective strategies for improving the observation records of preschool children's learning. And the promotion strategy is elaborated.

1. Introduction

With the development of the times and the progress of education, the current emphasis on the education of preschool children has also been greatly improved. After long-term research by scholars from various countries, they found that observation records can effectively stimulate the enthusiasm of preschool children. As a result, observing records have been applied to their education for preschool children, which has not only achieved good results, but also received good social response and was recognized by parents and teachers. As an educational method to promote the enthusiasm of preschool children, observation records deserve to be further studied by educational researchers in various countries.

2. The importance of observation records in preschool children's learning process

The “Guidelines for the Guidance of Kindergarten Education (Trial)” clearly states that teachers should be “good at discovering the educational value implied in children's interests, games and incidents, grasping the timing, actively guiding, and paying attention to the performance of young children in activities. Responsively, sensitively aware of their needs, timely responding to various problems and behaviors of young children in an appropriate manner, and forming a good cooperative inquiry type of teacher-student interaction. [1]” [1] A large number of education related to preschool children The research shows that if teachers want to improve their classroom quality, let students absorb more things in their own classrooms, or the enthusiasm that teachers want to stimulate students' learning, and promote students' exploration of new knowledge. The first condition is to “know the students” first. The “understanding” here means reading the children's behavior and some language, in order to solve the problem, adopting a more suitable strategy for the students in the education process, and promoting the students' enthusiasm for learning and their healthy growth.

With the development of the times and the advancement of education, the current education for preschool children has also been more valued by people. The pre-school popularization speed is faster and wider. In order to ensure the quality of preschool children's teachers, the Ministry of Education has specially issued the “Professional Standards for Kindergarten Teachers (Trial)” and other relevant trial documents. It is mentioned that in addition to the professional literacy that must be possessed by teachers in the process of educating pre-school children, teachers should also have certain observation ability and have certain ability to recognize children's language behavior. Through the observation of the students' behavioral language, the teaching design and program are

appropriately adjusted to make the teaching plan more suitable for students, to ensure the effectiveness of the design of the program, to improve the learning autonomy of preschool children, and to cultivate Preschool children maintain a passion for exploring new knowledge and thus improve the quality of teaching. In addition, the teacher in the process of observing the behavioral language of preschool children, but also in a subtle way to improve their educational and teaching ability, through continuous promotion of their own learning and regular teaching reflection, enhance their comprehensive quality and Knowledge System.

3. The current development circumstance of observation records for preschool children

3.1 The current development circumstance of observation records for preschool children around the world

At the World Conference on ECEC (Early Infant and Child Care) held in Japan, 2010, Fujimori had put forward the concept of “guardian conservation” after studied more than 30 years of development and current status of preschool education in Japan, and after studying foreign literature and other related materials. Among the concepts of preschool education put forward by Fujimori, “defense” refers to observing their growth process by observing the relevant behavioral language of children and analyzing them. “Guard” is not meant to play with children, but refers to conscious alienation after playing with children for a period of time. Children's behavioral language is the feedback and signal they send to the outside world in the process of exploring new knowledge. The conscious alienation after play is to ensure that teachers can receive the comprehensiveness of the signal, and at the same time, to promote children's potential. Development and mining. To put it simply, in Fujimori's concept of “guardian education” for preschool children, “protection” refers to letting teachers be the guides in the growth of children, pushing them when necessary and making them grow better. In short, in Japan, the educational concept of preschool children is more inclined to encourage and help the children. The teacher's observation record is mainly to create an environment that is more conducive to their healthy growth. .

In Italy's Reggio education system, the “observation record” clearly demonstrates the positive role of the interest in early childhood learning and the cultivation of its learning autonomy. The “observation record” mentioned in the educational concept of preschool children with Japan, in order to create a better growth environment for children, the “observation record” mentioned in the Italian Reggio system, its purpose and role More is to explain the child's behavior, but also a way to test the teacher's education and teaching results.

In New Zealand, the application process of “observation records” is involved in the educational process of various educational institutions. However, in New Zealand, the “observation record” of teachers on students is more about recording the growth process of students. These growth processes are not just a record. Their main purpose and purpose is to encourage and support students' learning, to cultivate students' interest in learning, and to promote students' learning autonomy.

3.2 Current status of preschool children's observation records in China

In China, although the current popularization of preschool education for school-age children has developed very rapidly, there are still many problems.

First of all, in the process of observing and recording students' learning life, the records are often very vague, and there is no relatively clear and directional orientation. It is often the case that the teacher records what is being recorded, and the result is either a “running account” or a “walking the horse”. The teacher's thinking about the purpose and content of the record is very scarce, so that it is recorded. The efficiency and quality are reduced. Secondly, the observation record lacks logic, has no focus, and the recorded results are not complete. In the process of the teacher's observation and record of the student's study life, the content of the record is often very trivial, there is no focus of identification, and there is also a lack of certain traits of situation. For example, an event about a student is recorded, without the cause. Third, observations are often confused with analysis of

records. “Observation record” is to record an event, paying attention to the documentary, which just needs to put down the original cause of the event as well as the results, character relations, time and place. But some teachers write “observation notes” with their own subjective opinions or evaluations. Fourth, the form is too simple. At present, most of the ways of “observation and recording” in the education process of preschool children in China are limited to the traditional paper-and-pencil recording method, which is not keeping pace with The Times and lacks the application of some popular recording methods, instruments and software.

4. Effective strategies to improve the observation record of preschool children's learning

In view of the problems existing in the process of preschool education in China, this paper puts forward suggestions from the following three aspects.

A. social relations	(1) Make choices and plans
	(2) Solve problems with materials
	(3) Participate in game actively
	(4) Pay attention to individual need
B. Representation of creativity	(5) associate with adults
	(6) associate with other kids
	(7) Solve interpersonal conflict
	(8) Understand and express feelings
C. Sports and music	(9) Make and build models
	(10) Paint or color
	(11) Act
D. Language and reading	(12) Different kinds of exercise
	(13) The exercise of carrying objects
	(14) Feel and express a steady beat
	(15) Move with music
	(16) Sing
E. Maths and science	(17) Listen and understand language
	(18) use words
	(19) Use complex sentence patterns and words
	(20) show the understanding of onomatopoeia
	(21) Retell the knowledge in the book
	(22) Apply the names and sounds of the letters
	(23) Reading
	(24) Writing
F. Mathematics and Science	(25) Classify objects
	(26) identify patterns
	(27) Comparing attributes
	(28) Count
	(29) Identify location and direction
	(30) Identify sequences, variations, and causal relationships
	(31) Identify materials and properties
	(32) Identify nature and living things

Figure 1

Firstly, to improve the effectiveness of observation strategies for preschool children's learning, the first thing to do is to make clear the purpose of teachers' “observation record”. Before observing students' learning, teachers should clearly know that the “observation record” will be shown to parents with the function of recall. Therefore, teachers need to make clear the categories and items in the preschool children observation record system, as shown in figure 1. Only after clarifying the purpose and meaning of “observation record” can the teacher make more standard and meaningful observation record. Secondly, teachers should also understand that the process of analyzing the observation records of students is to assess and evaluate students’ learning process and achievements as well as their development. Therefore, in the process of analyzing the observation records, attention should be paid to this aspect. Finally, the purpose of observation records is to show parents and evaluate students' learning achievements and development. Another function of observation records is that teachers can analyze the current educational status through existing records, so as to improve future teaching plans and programs and the teaching quality of preschool children.

5. Conclusion

“Observation records” not only record the process of students' learning and life, but also help them to further self-cognition and enhance their sense of identity. Meanwhile, teachers can also improve their teaching plans and improve themselves in the process of observation and analysis.

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