

# Developing Core Literacy of Preschool Education Normal Students Based on Flipped Classroom

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**Abstract:** With the development and reform of education, the cultivation of core competencies for normal school students is receiving increasing attention. This article analyzes the connotation of the core literacy of preschool education teacher students, the difficulties faced in cultivating core literacy, and explores how to use flipped classrooms to enhance the core literacy of preschool education teacher students.

**Keywords:** Core Literacy; Flipped Classroom; Preschool Education Normal Students

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## 1. Introduction

With the development of the education industry, especially in recent years, with the deepening of the certification of ordinary higher normal education majors, the improvement of education quality has become a key factor, and the cultivation of core competencies for normal students is increasingly valued. However, in recent years, higher education has been continuously expanding enrollment, especially with the increasing scale of preschool education majors and corresponding class sizes, facing many difficulties in improving the quality of its education. Flipped classroom, as a new educational method and means, helps to improve the quality of education.

## 2. Connotation of core literacy for preschool education normal students

In 1997, research reports from the International Organization for Economic Cooperation (OECD) and the European Council first proposed "core literacy", which refers to the essential qualities and key abilities that students should possess to adapt to lifelong development and social development needs. In 2014, the Ministry of Education of China issued the "Opinions on Deepening Curriculum Reform and Implementing the Fundamental Task of Moral Education", introducing "core literacy" for the first time. In September 2016, the "Core Literacy for the Development of Chinese Students" released the overall framework and basic connotations of the development of core competencies for Chinese students. The core competencies are divided into three aspects: cultural foundation, independent development, and social participation, which are comprehensively manifested as six qualities: humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation. <sup>[1]</sup>

Experts have pointed out that the core competencies of students majoring in preschool education refer to the essential qualities and key abilities cultivated by the discipline of preschool education in universities to meet the needs of personal lifelong development and social development. <sup>[2]</sup> According to the relevant provisions and spirit of the "Professional Standards for Kindergarten Teachers (Trial)", the core competencies of preschool education mainly include general competencies and professional competencies. The core competencies of preschool education students are divided into two aspects, including general competencies and professional competencies. General literacy refers to the qualities that all students should possess, including cultural foundation, independent development, and social participation; Professional literacy refers to the qualities that preschool education students should possess in order to grow into qualified and professional kindergarten teachers, including professional concepts and ethics, professional knowledge, and professional abilities.

### **3. The basic connotation of flipped classroom**

The research on flipped classrooms in China began in 2012, which is a change to the traditional classroom teaching mode. It mainly refers to course teachers providing learning resources for students in the context of the information age. The main form of this resource is teaching videos, where students watch and learn the learning resources in advance before class. In the classroom, the main task of teachers and students is to jointly complete homework answering, communication and cooperation, interactive exploration, and other activities. The flipped classroom actually has two meanings: one is the flipping of classroom learning tasks and home learning tasks; The fundamental purpose of flipping the classroom from teacher centered teaching to student centered learning is to shift classroom learning from shallow learning to deep learning. Flipped classrooms are beneficial for improving students' learning outcomes. It is beneficial to improving teacher skills, beneficial to building a new type of teacher-student relationship, and beneficial to the development and utilization of teaching resources. It can be seen that flipped classrooms can effectively compensate for the shortcomings of traditional classrooms and guide students to deeper learning.

### **4. The difficulties faced by the core literacy cultivation of preschool education normal students**

#### **4.1 Theoretical courses are difficult to guide students in deep learning**

The cultivation of core competencies for normal school students cannot be separated from theoretical learning. In an interview with students majoring in preschool education at a certain university, they mentioned that they feel that their theoretical knowledge is not solid enough, so they have difficulties designing kindergarten teaching activities. They also do not know how to interact with young children when carrying out teaching activities; How to observe young children; How to create an environment based on the needs and interests of young children, and provide supportive materials, etc. One of the major reasons is that the class size of professional theory courses is too large. Some students pointed out, "We now take professional theory courses together, with about 100 people each time. Sometimes, sitting at the back of the classroom, we can't hear what the teacher says clearly." With such a large class size, it is difficult for teachers to stimulate students' learning enthusiasm, achieve better interaction with students, and guide students to deep learning to cultivate students' core literacy.

#### **4.2 Difficulty in ensuring practical teaching in professional teaching methods courses**

The cultivation of professional qualities, such as learning to teach, educate, and reflect, among preschool education teacher students is closely related to practice. Many courses in the field of preschool education have practical teaching hours according to the teaching syllabus, especially those related to teaching methods in the five major fields. However, due to the large class size, safety factors or other reasons, it is often difficult to ensure the practical teaching of this type of course. A teacher pointed out, "If a class has over one hundred students, how much time does it take to guide each student to try teaching once? Even if they are divided into groups, the time required is also considerable, and the time for classroom teaching is too limited. Some students also pointed out that "many teaching methods focus on theory, feeling that there is too little practice, and even after learning, they don't know how to use it." This can be seen that on the one hand, it is difficult for all students to have the opportunity to practice in the classroom. Therefore, the teaching form of teachers tends to be a teaching style of collective teaching; On the other hand, it is also difficult to implement curriculum internships in kindergartens. With a large number of students, more kindergartens are needed, resulting in a heavy workload in terms of communication, coordination, grouping, and other aspects. Visiting kindergartens for on-site observation, due to the large number of people, most kindergartens are unable to receive them, and practical courses usually take two class hours once. Visiting kindergartens usually takes one and a half days, sometimes teachers may have classes for half a day, and sometimes students may have classes for half a day, which brings inconvenience to visiting kindergartens; Therefore, many teachers simply concentrate their classes in the classroom, which saves both time and effort.

## **5. The application of flipped classroom in cultivating core literacy of preschool education normal students**

### **5.1 The application of flipped classroom in the learning of professional theoretical knowledge for preschool education students**

In response to the current large class size of theoretical courses in preschool education, which makes it difficult to guide students in deep learning, flipped classrooms can be used to better solve this problem. Firstly, teachers can record small videos of the basic theories in preschool education courses, and publish learning tasks to students on the course platform, allowing them to learn relevant content in advance and identify difficulties and problems. Secondly, in the classroom, the teacher organizes active interaction between classmates and between teachers and students based on students' questions and questions, conducts in-depth exploration, guides students to learn deeply, and completes internalization of learning. Once again, through relevant knowledge tests, group learning, online discussion and interaction between teachers and students, online submission of homework, and mutual correction of homework by students, various learning resources can be provided for students on the course platform, such as introducing high-quality courses of relevant courses, the latest academic viewpoints, in order to promote resource sharing, and mutual learning. Through this approach, we aim to cultivate the cultural foundation of preschool education and teacher education, as well as the qualities of teacher ethics, professional concepts, and professional knowledge.

### **5.2 Application of flipped classroom in preschool education teaching methodology courses**

We can also make good use of the advantages of flipped classrooms, as it is difficult to ensure the practical teaching process in preschool education teaching methods courses. Firstly, we can effectively utilize high-quality courses in kindergartens, allowing students to watch them on the course platform established by the teacher before class, analyze and exchange relevant teaching methods in the classroom, and guide students to master correct, diverse, and effective teaching methods, so as to solve the inconvenience caused by on-site observation in kindergartens, and effectively and conveniently promote the development of students' teaching practice ability and literacy. Secondly, after class, students can be arranged to give a trial lecture and have the video of the trial lecture uploaded in the form of homework. Students can exercise their practical skills and literacy by filming trial lectures; By watching one's own trial videos, discovering and reflecting on one's own shortcomings and shortcomings, making timely improvements, and re recording, students can be motivated to be proactive and improve their professional literacy through repeated practice; Once again, the trial lecture videos recorded by students are uploaded on the course platform, allowing students to watch, exchange, and comment on each other. This helps students learn from each other's strengths and weaknesses, stimulate competition among students, and improve their learning enthusiasm. Teachers can also check students' trial assignments in their spare time, and guide, evaluate, summarize, and provide feedback on their assignments online. This can effectively solve the problem of insufficient time for classroom examination of students' trial assignments, and provide one-on-one guidance and communication with students, enabling them to learn how to teach, educate, and reflect.

## **References**

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