

Comparative Study on the Professional Teaching of Preschool Education Between China and Australian

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Abstract: By comparing teaching concept, teaching contents, teaching method, school assignment, attendance and assessment, we can clearly understand the distinguishing features and differences of both sides, which reminds us to learn from Australian advantages and take active measures to improve our teaching and talent-cultivating level.

Key words: Preschool education speciality; Classroom teaching; Teaching method; Teaching contents; Assessment

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Through the research and exploration of Australian preschool education major, include teaching concept, teaching content, teaching methods and teachers, there are many aspects of Australian preschool education that we can learn from. Therefore, this paper is written to provide decision-making reference for education authorities and facilitate Chinese teachers to learn and borrow in teaching practice Reference.

1 Comparison of educational ideas between China and Australia

There are many differences between China and Australia in teaching philosophy, teaching content, teaching methods, classroom management and attendance checking, etc. Through comparison and analysis, it is helpful for us to develop our strong points and avoid weaknesses, and cultivate high-quality preschool education talents with innovative consciousness and

practical ability.

1.1 Comparison of educational ideas between China and Australia

Since ancient times, our education has valued teaching more than learning. Teachers are regarded as the embodiment of knowledge and the authority of academics, while students are just the receivers of knowledge. The way of teaching is a one-way infusion from top to bottom. Schools and teachers evaluate students through test scores, which makes students master basic knowledge firmly, but ignores the process of students' mastering knowledge and the cultivation of students' self-thinking and practical ability.

There are two outstanding teaching concepts in Australia: first, emphasis on "learning", the definition of Australia to teacher more than just a role of the teacher, the teacher is widely defined as "mentor", "facilitator", "collaborator" and the "adviser" and so on, work center of gravity is for students learning services; Second, Pay attention to the cultivation of students' practical ability. Practical ability is an important content of student quality evaluation and examination. In Australia, for academics, "it is as important to meet the learning needs of learners as the employment standards of the business community."

1.2 Comparison of teaching contents between China and Australia

In Our country, the teaching materials are mainly for teachers' teaching. The teacher basically explains according to the book, and rarely give out other handouts. The teacher teaches the textbook, the student takes the note, the examination test notes has become the teaching law. A lecture note detailing what the

teacher has taught is a key edition of the textbook. Students can pass exams without having to read books or memorize notes on the spot, so there is no pressure in the learning process. All subjects pay more attention to book. Students have few opportunities for extracurricular practical activities and life experience, and their enthusiasm in daily learning is low. Teachers' blackboard writing is usually very detailed and time-consuming, which is of course related to insufficient multimedia equipment in schools and teachers' weak awareness of the use of the network, but it is also related to teachers' low awareness of the openness of teaching resources.

Ability training is the core of Australian teaching. Australia teachers follow the principle of "practical", which is the content of the teachers' teaching is that students have difficulty, how much content to meet the students' practical application as a standard, The classroom is a place for solving doubts, a space for teachers and students to collide their thoughts, and a platform for listening and dialogue. The textbook is also a reference book, mainly for students to study, and supplemented by handouts. Teachers tend to summarize the lectures and leave more to the students to teach themselves. Teachers' blackboard writing is very simple, mostly keywords, stick figures, graphs and formulas, etc. Text materials are generally provided to students in electronic format, which greatly reduces the time for teachers to write on the blackboard and students to copy on the blackboard.

1.3 Comparison of teaching methods between China and Australia

At present, there are still many teachers in Chinese colleges and universities who do not encourage students to ask questions freely. the teacher-student interaction is few. There is generally no Internet access in the classroom, so teachers use multimedia to reduce writing and drawing.

Interaction is the most prominent feature of Australian classroom teaching and becomes the soul of the whole classroom teaching. Australia teachers will according to the different course characteristics and requirements, students will seat into horseshoe-shaped, circular, rectangular and other various forms, to strengthen the communication between students and teachers, students and students, at the same time according to different students' learning style and the course characteristic, the teacher will adopt case analysis, group exercises in class, the scene simulation, show the different forms

such as race and task assignments and distinctive teaching methods, fully arouse student's enthusiasm and initiative.

1.4 Comparison of educational assessment between China and Australia

1.4.1 Homework

Chinese teachers usually assign homework to students near the end of class, but they don't need to hand in the homework, and the teachers seldom check and correct them. Teachers generally do not use the network to retrieve and check homework. After class exercises arranged by teachers are more simple, mainly to enhance understanding.

Australian teachers leave students with heavy homework. After class, students usually spend 3-5 times of the time in class to finish an assignment, and some even need several days or weeks. The completion of students' homework will be recorded in the total score. The frequency of homework assignments is also high. So it's not easy for students to get an A.

1.4.2 examination

The examination is mainly written examination, usually a final examination or a mid-term examination and a final examination. There is a unified standard answer, mainly through the paper score to determine whether students have mastered the course. Due to the simplification and de contextualization of the knowledge learned, it is difficult for students to apply the knowledge in their minds, which to a certain extent stifles the students' interest and ability of active learning and independent learning.

The assessment method of Australia is basically comprehensive evaluation (classroom participation + test task + course paper, etc.). The assessment of classroom participation is composed of several assessments with different proportions. According to the characteristics and different requirements of each course, the teacher will organize group discussion, case analysis, classroom simulation demonstration and other different ways to carry out the assessment, so as to increase the proportion of ordinary performance, so as to make students pay more attention to the cultivation of learning process and specific operation ability.

2 Enlightenment of Australian preschool education teaching

We could apply the dialectical point of view the

rational analysis of the traditional classroom teaching in our country, fully affirmed the traditional classroom teaching in the construction of good cognitive structure, promote the student to grasp the system the subject knowledge of positive effect, at the same time, should also be calm analysis of the shortcomings of traditional classroom teaching and its reasons, only in this way, can we truly make the reform of classroom teaching scientific and reasonable and targeted, to achieve and absorbing foreign advanced concepts and practices, and retain own characteristics.

2.1 Pay attention to students' needs and improve classroom efficiency

Classroom is the main position of implementing quality education, and it is also the main position of forming students' good thinking consciousness and thinking quality. What and how much teachers say in class is not decided by teachers' presupposition, but by students' needs. Teachers should make a full analysis of the learning situation and combine with the characteristics of teaching materials to determine. As ausubel said: "if I just put all education psychology as a principle, then, I will be in short: the single most important factors influencing learning is what students already know, to find out this, and on the basis of teaching" Therefore, what students need and how they need to learn determines what teachers teach and how to teach. "Teaching based on needs" is the concrete embodiment of the concept of "student-oriented" and "all for students". In class, teachers' blackboard writing, expression, problem design and homework arrangement should be aimed at solving students' practical difficulties and improving classroom efficiency. Teachers' eloquence, knowledge and classroom control ability.

2.2 Increase the interaction between teachers and students, improve students' thinking ability

Students are "players on the field" in class, learning should be focused, fully engaged, do not allow distraction and distraction. Because Chinese teachers make students spend a lot of time memorizing knowledge, students often lack the ability to think independently. In fact, students need more training opportunities to give play to their subjective initiative, cultivate their ability to work independently and improve their ability to innovate. In class, teachers should not only maintain the fine tradition of consolidating basic theory, but also learn from the

practice of Cultivating students' practical ability and innovation ability in the process. By increasing activities and interactions in and out of class, which is a strong practical starting point, guiding and mobilizing students to actively participate, and activating students' thinking to an active state, the classroom will truly become a place for teachers and students to think collision, experience exchange and wisdom sublimation.

2.3 Teaching with multimedia equipment

Realize the modernization of the interaction between teachers and students improve the hardware facilities, we make it from administrative services to give priority to transfer student learning services, such as the classrooms and the library should provide students with loose self-study and interactive services, especially the campus network, for the teachers and students, from the news and watch the news now, further upgrading supplement classroom learning position for the teachers and students, realize the news; Answering questions; With the integration of software, database upload, grading and evaluation, hardware and network become the powerful fulcrum for students to learn knowledge, apply knowledge and innovate.

2.4 Diversified Assessment

From kindergartens to senior high schools, Chinese students have formed a learning style of being filled and crammed over the years. Many students have not developed the habit of preview before class, let alone self-study. This requires teachers to pay attention to students' preparation before class, guide them step by step, advocate students to preview before class, find and record problems in preview, and leave easy to understand teaching content to students for self-study. Only in this way can we improve the pertinence of teaching and learning, realize classroom interaction and resonance between teachers and students. China's education has a strong tendency to take exams. The examinations at all levels are mainly based on the knowledge they have learned. Teachers teach for the examination and students learn for the examination. This assessment system which emphasizes knowledge and examination but ignores process and ability is not conducive to the cultivation of students' ability. Therefore, we should take the use of what we have learned and innovate as the purpose of the examination. We should advocate the use of diversified and throughout the whole semester assessment method, so

as to avoid one test to determine the level. Therefore, in addition to testing how much knowledge students have mastered, the examination should also test whether students can have original opinions on things and problems and express them in oral or written form, such as learning from Australian presentation. In addition, the diversified assessment methods such as field operation, case analysis and questionnaire can also restrain the phenomenon of plagiarism and examination assault which we have repeatedly prohibited.

If the Chinese teachers in fully considering the situation of our country, to keep our teaching advantages raise, on the basis of reference to absorption of Australia in the education teaching quality resources, we will have in a relatively short period of time and a higher platform to raise the level of our school, produce more high-quality preschool education talents with international vision.

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