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Research on the Implementation Status and Path of "Course Technology Integration" in Art Courses for Preschool Education Majors in Colleges and Universities

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Abstract:

The preschool education major in universities carries the responsibility of cultivating preschool education talents, and art courses are an important carrier for cultivating art skills, which are related to the development of students' professional abilities and career adaptability. The integration of curriculum and technology emphasizes the combination of curriculum teaching and vocational skills, highlights vocational adaptation orientation, effectively connects teaching activities with job work, and provides targeted guidance for teaching. Currently, although early childhood education majors in universities generally recognize the importance of "integrating curriculum and technology," there are still problems in the implementation process. This article briefly analyzes the connotation of "integration of curriculum and technology," explains the current situation of "integration of curriculum and technology" in preschool education majors in universities, and explores implementation paths to improve the quality of art course teaching and talent cultivation in preschool education majors.

Keywords:

Pre-school education major in universities
Art courses
Integration of curriculum and technology
Implementation status
Route

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1. Introduction

The integration of curriculum and technology emphasizes the combination of teaching activities and skill literacy. Against the backdrop of gradually increasing talent requirements, the integration of curriculum and technology has received more attention from universities. Taking preschool education as an example, with the reform of preschool education, the entry threshold for teachers is becoming increasingly high, and art skills are one of them. Pre-school education in universities should actively promote the integration of curriculum and technology, explore implementation strategies for art courses in the new era, and cultivate more high-quality art talents.

2. The connotation of "integration of curriculum and technology" in art courses for preschool education majors in universities

The integration of curriculum and technology is a new model that conforms to modern educational concepts, emphasizing the combination of curriculum teaching and job practice, and simultaneously enhancing students' skills and employment competitiveness. Under the background of "integration of curriculum and technology," students can clarify their learning goals and obtain vocational qualification certification, enhancing their competitiveness in employment. Universities can also seamlessly connect classrooms and workplaces, enabling students to acquire the ability to engage in work while improving the efficiency of educational resource allocation [1].

3. The current situation of implementing the integration of curriculum and technology in art courses for preschool education majors in universities

3.1. Unreasonable setting of teaching content

The integration of curriculum and technology emphasizes the connection between teaching content and skills and focuses on the cultivation of professional skills. The current art teaching content of preschool education majors in universities is not reasonable enough, the skill factors are not prominent and lack foresight, which is disconnected from the actual requirements of preschool education institutions. The teaching mode lacks a tracking mechanism, which makes it difficult to provide timely feedback on skill changes in preschool education and reduces teaching effectiveness.

3.2. Insufficient competitive factors in the teaching mode

Under the background of preschool education reform, the professional requirements for art teachers are also higher. Various professional competitions are gradually being launched, integrating the latest job requirements. However, universities have not realized the importance of skill competitions, there is insufficient innovation in educational standards, students cannot access the latest skill requirements, and the integration of curriculum and technology is not accurately oriented [2].

3.3. The standardization effect of teaching is not significant

Currently, qualification certification is being implemented in many fields, reflecting the industry standards of the new era. The art curriculum of preschool education majors in universities is not closely related to vocational qualification certification, and teaching activities lack guidance on certification qualifications, which cannot comprehensively exercise students' art professional skills and restrict their development.

4. The implementation path of "Course Technology Integration" in ART COURSES FOR preschool education majors in colleges and universities

4.1. Set teaching content based on job requirements

Under the integration of curriculum and technology, course teaching should be tailored to the actual needs of the job, enhance the pertinence of the subject curriculum system, and enable students to directly meet the practical needs of the job, facilitating smooth adaptation to the job environment and realizing their value after graduation. In the teaching of art courses in preschool education with the integration of curriculum and technology, the curriculum system should be designed based on job requirements. Schools should closely communicate with preschool education institutions to clarify the art skills, teaching methods, and behavioral skills required by current preschool teachers. Subsequently, analyze the above requirements, extract skills related to art education, including painting, handicrafts, digital art, etc., and adjust course content based on the analysis results. If preschool education institutions generally use information technology to carry out teaching activities, art courses should add information technology-related teaching content, such as digital creation, software applications, etc. At the same time, building a modular curriculum system, designing teaching objectives for specific skills or knowledge, forming a systematic teaching model, making teaching objectives clearer, and helping students improve

their abilities. Each module includes both theoretical and practical parts, allowing students to transfer and apply their learning achievements in virtual simulation or real environments, and adapt to job requirements as soon as possible. Course design should also consider evaluation and feedback, adjust teaching content on time-based on the results of the course implementation monitoring system feedback, ensure alignment with job requirements, enhance students' employment competitiveness and career development capabilities, and improve the effectiveness of professional education [3].

Taking picture book production as an example, universities and preschool education institutions should clarify the requirements for the application of picture books in early childhood art education, such as storytelling ability, color application, etc. The course content should include basic painting skills and visual narrative techniques. Universities can set up picture book production modules to teach students skills such as color scheme selection and interface layout. Students need to analyze knowledge, extract the main elements and emotions of the story, and clarify the visual and color entry points. Subsequently, we will consider the application of color psychology in children's picture books and explore the strategy of "using colors to stimulate students' emotional responses" to make the stories more infectious. Students learn through scene drawing and digital production and understand layout and design styles through case analysis and group collaboration, enhancing children's reading experience. Finally, the project task of "Homemade Picture Books" is released. Students need to independently complete the visual design of picture books and write supporting texts, create mature books, and grasp every aspect of picture book production to prepare for their job in picture book production [4].

4.2. Capture competition factors and enhance integration effectiveness

Currently, vocational skills competitions are being carried out vigorously, guiding professional teaching. Universities organize various majors to actively participate in skills competitions, create a competitive atmosphere, and enable students to transfer and apply course knowledge to solve practical problems, showcase their talents, and stimulate learning motivation during the competition. Under the background of "integrating curriculum and technology," universities are promoting "learning through competition," allowing students to clarify the application direction of course teaching content, develop leadership and social skills in team competitions, exercise personal stress resistance, and develop professional ethics. Schools should encourage students to participate in art competitions, including painting and art design competitions within the school, as well as high-level competitions outside the school, to showcase their talents in different competitions. Teachers should pay close attention to competition themes as an important component of curriculum teaching, and develop supporting projects and assignments. For example, teachers design competition modules, lead students to prepare competition works, provide guidance according to competition requirements, and deeply integrate competition with teaching. Schools can invite competition winners or experts to directly share their experiences with students in an online environment, allowing them to gain more inspiration and guidance. Through the above measures, the competition empowers students' art learning, encourages them to improve themselves, and develops their professional skills in art.

Taking "simple drawing modeling" as an example, schools can organize internal simple drawing competitions to encourage students to apply what they have learned in class to artistic creation. To expand students' participation space, various sub-themes can be arranged in the competition. Students can choose any one of the themes such as natural scenery, portrait, composition, etc. to participate in the competition. Teachers can arrange a module on simple drawing skills for the competition content, and teaching skills such as line application and sketching to convey visual information. Through a series of competitions such as "simulated sketching" and "timed creation," students can exercise their painting skills and enhance their ability to draw within a limited time. "Timed creation" emphasizes the implementation of tasks within a limited time frame, and exercises students' ability to think and adapt. This type of competition can be arranged in the classroom, where the teacher takes 15 minutes and allows students to choose common objects or natural scenery to create simple sketches. Schools can connect school-

level activities with in-class competitions by setting up a "timed creation" competition module, allowing teachers to select high-quality works to participate in school-level competitions, and the competition organizing committee will evaluate the winning works. Through the competition mechanism, students can transfer and apply simple drawing skills, enrich their creativity and improve their skills. They can also comprehensively view their works through different evaluation results and find breakthrough points.

4.3. Docking certificate requirements to enhance competitiveness

The "1+X" certificate system has been fully implemented in vocational education, and its relevant experience can be applied to other universities. Schools can meet certificate requirements, adjust the structure and content of course teaching, form a systematic theoretical learning, skill training, and simulated examination system, ensure that students meet the requirements of vocational qualification certification, and help students adapt to the professional environment. Schools should design course content based on the requirements of vocational qualification certificates, closely communicate and exchange with vocational qualification certification institutions, and clarify the assessment content of vocational qualifications, such as written test requirements, interview requirements, art knowledge points, art skills, curriculum plan formulation, etc., and incorporate the above knowledge and skills into the curriculum system to enhance the systematicity of art theory and practice. Teachers can design a "vocational qualification simulation interview" segment to allow students to experience the interview atmosphere and enhance their practical teaching abilities. Schools should provide diversified tutoring resources, encourage students to participate in various exams or interviews and enhance their skills and confidence. In addition, schools can integrate vocational qualification certificate certification and academic education certification mechanisms to enhance the pertinence of art education and students' employment competitiveness [5].

Taking art exams as an example, teachers should clarify the purpose of the exam, encourage students to participate in the exam and develop their career potential. Universities can offer certification exam training courses for skills in art fields such as painting, sculpture, and digital art. Teachers provide training based on the requirements of technical accuracy and creative expression in exams to strengthen students' professional skills. The training content should include both theoretical and practical aspects: the former includes art theory, color theory, art history, etc., which can serve as a decision-making basis for students' art creation. The latter focuses on skill training, such as painting technique application, carving technique training, digital technology application, and so on. By simulating exams, students can enter the exam state and clarify their strategies and time management during the exam. Taking the simulation exam of "painting skills" as an example, the teacher assigned the task of "completing natural landscape watercolor painting within two hours" to provide students with a review of sketching and watercolor skills. Students strictly follow the time requirements, use colors, and exercise their landscape drawing skills. The purpose of taking the exam is not only to obtain qualifications but more importantly, to exercise professional skills. Under high-intensity competitions, students can enhance their ability to withstand pressure and proficiently apply professional skills, which will greatly benefit their future work.

5. Conclusion

In summary, there are still certain problems with the integration of curriculum and skills in art courses for preschool education majors in universities. It is necessary to fully implement the educational policy of "integration of curriculum and skills," find the best integration point between curriculum content and skill training, ensure that curriculum design meets the requirements of kindergartens, and cultivate excellent talents that meet industry requirements and the needs of the times. Schools and teachers should reform the talent cultivation system, take the opportunity of "integrating curriculum and technology," explore the breakthrough path of art courses and even more courses, improve the quality of talent cultivation, and lay the foundation for subsequent work.

Disclosure statement

The author declares no conflict of interest.

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