

Research on the application of anchored teaching methods in the developmental psychology of preschool children in the new era

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Abstract: Anchor based teaching method is a teaching approach that emphasizes the student-centered position, aiming to help students develop the ability to explore and solve practical problems independently while mastering basic knowledge. In this study, the anchored teaching method is first elaborated, and based on it, the teaching precautions of anchored teaching method are analyzed. Finally, taking the developmental psychology course of preschool children as an example, the application of anchored teaching method in preschool children's developmental psychology is analyzed.

Keywords: The new era; Anchoring teaching method; Developmental psychology of preschool children

1. Introduction

The end of the 20th century, domestic education scholars have begun to study and explore the methods and strategies of anchoring teaching. After years of practice and exploration, the anchoring teaching method has been widely applied in the teaching of various sections and disciplines. At the same time, multimedia technology, virtual reality technology and other advanced technologies have also been it is gradually applied to the anchoring teaching method, providing teachers and students with a richer, more intuitive and vivid teaching method^[1].

2. Explanation of anchoring teaching method

(1) The connotation of anchoring teaching method

Anchoring teaching method is a teaching method based on situational problems. Specifically, when teachers use this teaching method, they first need to create a real situation, let students explore the problem in this situation, take the problem as the "anchor", and let them "stay" in the "sea of learning" by presenting the problem to the students and clarify the learning goal. In this way, students can carry out learning activities in a targeted manner.

(2) The application value of anchoring teaching method

With the continuous advancement of teaching reform, many teachers can organize teaching in combination with scientific teaching theories and teaching methods. The anchored teaching method helps teachers better combine constructivist theory, bracket theory, etc. to organize teaching: the process of teachers using the anchored teaching method to guide students to find and solve problems is also the process of building a support for students, which helps students to grasp the learning direction during the learning of new knowledge with problems as a support, so that students Carry out learning based on specific goals. With the assistance of specific situational problems^[2], students can improve the efficiency of learning, gain a sense of accomplishment in the process of solving problems, strengthen their enthusiasm for participating in subject learning activities, actively participate in subject learning activities, and effectively build a knowledge system. In addition, under the influence of the anchoring teaching method, learn survive you can clarify the application scenarios of what you have learned, and better apply the knowledge you have learned to solve specific problems in similar situations or complete the learning tasks of new subject knowledge.

3. Precautions for Anchoring Teaching Method in the Teaching of Developmental Psychology in Preschool Children

(1) Construct real teaching scenarios

The purpose of creating a real "anchor" situation is to help students apply the language knowledge and skills they have learned in real situations while learning language. As the saying goes, "if you learn without thinking, you will lose, and if you think without learning, you will lose". Creating real situations is a necessary means to stimulate students' thinking and learning. In the teaching of preschool developmental psychology, teachers can stimulate students' interest in learning by introducing real situations. At the same time, teachers can also guide students to think and explore. By asking questions and guiding discussions, students can think independently and find ways to solve problems, which can not only improve students' language application ability, but also cultivate students' thinking ability and innovative spirit^[3].

(2) Determine the main anchor point of the problem

"Anchor" questions refer to questions related to the knowledge they have learned. By throwing such questions, they can help students apply the knowledge they have learned to actual situations. Preschool developmental psychology teachers can guide students to think by asking appropriate "anchor" questions, so as to deepen the understanding and application of the knowledge they have learned. When determining the "anchor" problem, teachers also need to consider students' learning ability and level. If the question is too difficult or inconsistent with the student's life experience, it will reduce the student's interest and enthusiasm. Therefore, when determining the "anchor" problem, teachers should reasonably set the difficulty and scope of the problem according to the actual situation of the students, so that the students feel confident and willing to try. In summary, the teaching of developmental psychology in preschool children in the middle, determining the appropriate "anchor" problem is an important part of creating real situations. By asking questions related to the knowledge learned, teachers can guide students to think and apply the knowledge learned to the actual situation, thereby improving students' application ability and interest in learning.

(3) Give independent learning space

Independent learning can improve students' enthusiasm and initiative in learning, so that young children can better master the corresponding knowledge and skills. In independent learning, middle school students can choose the content and methods of learning according to their own interests and needs; and give students space for independent learning, so that students can after class or extracurricular time, You can have more time and opportunities to explore and learn what you are interested in. For example, students can improve their English language ability by watching children's English movies. In the time when they can be used independently, students can also choose the learning method that suits them. Therefore, teachers can provide diverse learning resources and methods so that students can choose according to their own needs and interests.

4. Application of Anchoring Teaching Method in the Teaching of Developmental Psychology of Preschool Children

Table 1 The content of the teaching module of preschool developmental psychology

	Training program	Training standards	Teaching module	Teaching content	Job requirements
Major in preschool education	Pre-guided courses	Professional standards for kindergarten teachers	Module 1: Walk into the psychology of preschool children (16 lessons)	Section 1: Overview of Attention	Knowledge
	Developmental psychology of preschool children	Kindergarten workflow	Module 2: Psychological Process (32 lessons)	Section 2: The occurrence and development of preschool children's attention	Ability
	Courses in four major fields (preschool education, language, health and scientific activity design)	Kindergarten Education Guidance Outline	Module 3: Personality and Sociality (12 courses)	Section 3: The training of preschool children	Nature

Based on the school's talent training plan and curriculum standards, docking with various industry standards, docking with "job course competition certificate", and training qualified kindergarten teachers to meet the job requirements, the author optimizes and integrates the content of preschool children's developmental psychology courses in education and teaching practice, and implements modular teaching. It is divided into 3 modules and 19 tasks (As shown in the table 1). Now select the first task of the second module, "The Development of Preschool Children", which is combined with the wrong teaching method to explain. To this end, this study designs the teaching application process of the anchored teaching method in the development module of preschool children..

(1) Build a scenario model to drive task teaching

The first part of the anchoring teaching method is "anchoring". Teachers should provide students with an infectious and vivid real event or real problem and create a situation to stimulate students' interest. At the same time, by analyzing real cases, put forward the tasks to be completed by students, so that students can understand and clarify their tasks. The following is the specific application of this teaching method in the teaching of the "Development of Preschool Children" module. Based on the flexibility of the "post-class competition certificate", the author connects with the preschool education skills competition and carries out teaching activities to achieve the purpose of promoting learning and teaching through competition. In line with the principle of allowing students to fully experience the new business form, high standards and high requirements of the industry, this link adopts the video of the preschool education skills competition education protection activity analysis project as an "anchor" to create a situation and drive the task. Tasks include: What did the children do in the video that had nothing to do with the activity? What is the cause of this phenomenon? If you were a kindergarten teacher, what would you do? In addition, based on the on-campus and off-campus dual-tutor system, you can connect with kindergarten tutors to share real cases of children's attention and dispersion in activities, and use it as an "anchor" to ask students to solve problems on their behalf, so as to give full play to the effectiveness of kindergarten tutors in the classroom. In this link, the "anchor" thrown by the teacher must be the situation of the real activities of the kindergarten to stimulate students' interest. At the same time, the task should not be too difficult. It should mainly stimulate students' interest in exploration, deepen it layer by layer, so that students can constantly improve^[4].

(2) Collaborate and cooperate to solve problems together

The second link is the division of labor and cooperation, which is the key link in solving the problem. It requires each group member to actively participate in the discussion and speech, and the teacher can observe and provide help in real time. In order to ensure the effective development of this link, teachers can optimize the team in advance and adjust the dynamic group. The group members can be adjusted according to the cooperative learning situation of the previous module and the answer of online objective questions. Each group Three-6 people, according to the results obtained in the previous module, each group is composed of the same proportion of excellent, medium and qualified members. Each member has a certain cooperative learning ability to ensure that the follow-up learning tasks can be carried out smoothly. The following is the specific application of this link in the teaching of the development module of preschool children. The team leader claimed that the teacher threw the "anchor" in the first link and

Carry out the division of tasks, find relevant information on the learning platform and the Internet, and provide external support to students through the organic combination of online and offline. In this part, students are free to discuss and process the collected information, and summarize the information to improve students' teamwork ability. Teachers pay attention to the learning progress of each group in real time and provide timely support and help. In addition, in this part, teachers should pay full attention to students' speeches, participation in activities, and the organization of activities organized by the group leader. Groups that are not active in the discussion should be guided in time, so that the classroom can form a benign interactive atmosphere, so as to achieve the expected classroom discussion effect.

(3) Complete the task form, and share the report with the whole class

The third link is to share the results with each other. This link adopts online and offline dual-line display. The group leader divides the work and uploads the results of the group to the learning platform for teachers and kindergarten tutors to comment. At the same time, classroom reports and sharing are also carried out, and each group constantly optimizes their own strategies in the process of sharing. The following is the specific application of this link in the teaching of the development module of preschool children. Through the discussion of the second link, the processing of the collected information, and in combination with the actual situation of their own distraction, students find the best way to solve the

problems raised in the "anchor" (that is, what the children have done in the activity unrelated to the activity, the causes and solutions of this phenomenon), form a group report and conduct Report. At the same time, each group uploads the results of the discussion to the Learning Pass platform, and the teachers score each group in the Learning Pass according to the division of labor discussion in the previous link and the display of the results reported by the group. In addition, kindergarten tutors can also comment on students' reports on the online platform, combined with the actual situation of children, so that the results of each group are more in line with the real needs of the position^[5].

(4) Expand the scope of discussion and deepen the understanding of the problem

The fourth part is for teachers to deepen the discussion of the problems reported by the group, lead to new problems, that is, advanced tasks, and at the same time guide students to conduct in-depth discussions to help students take the initiative to build a complete theoretical system. The following is the specific application of this link in the teaching of the development module of preschool children. In response to the results reported by each group in the third link, the teacher further guided the doubts, entered the discussion of the next task, and drove the new task again: Students, we know the reasons for the distraction of preschool children and found a good prevention method. So, what is attention? How does attention arise and develop? What are the characteristics of preschool children's attention? After the teacher's doubts, each group constantly broke through the difficult problems through discussion and summary, and deeply explored the concepts and principles of this course, etc. This part mainly allows students to actively construct knowledge through exploration. Teachers supplement and expand the results of students' discussion to help students improve their knowledge system^[6-7].

(5) After-class effect evaluation, summary feedback analysis

The fifth link is the evaluation of students' learning effect, which runs through the whole teaching process. In the first four links, teachers pay attention to students' performance in class and make a formative evaluation of students. After the whole module teaching, the teacher makes a final evaluation of the students' tests. The following is the specific application of this link in the teaching of the development module of preschool children. The content teaching of this module adopts process assessment (frequency of speech, depth of questions, display report, group collaboration), combined with the completion of online objective questions and offline subjective questions to evaluate students, score, and obtain feedback information in time to understand students' learning situation^[8].

5. Conclusion

The anchoring teaching method helps students to carry out in-depth and effective learning activities on the basis of a clear learning direction. Developmental psychology of preschool children when using the anchoring teaching method in teaching, teachers need to first determine the "anchor point" with the help of the situation, so as to implement the "anchoring" work with the help of problems to promote students' effective learning. After that, teachers should show the situation again, let students find problems according to the situation, and transfer knowledge.

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