

The Teaching Status and Reform of Preschool Education Major in Higher Vocational Colleges

Huang Ke

Shandong Communication and Media College Jinan, Shandong,250200,China

Keywords: Preschool education in colleges; teaching status quo; reform measures

Abstract: With the rapid development of the economy, people gradually began to pay attention to preschool education. The rapid development of preschool education has led to a surge in demand for preschool education professionals. Higher requirements are put forward for the higher vocational colleges that train kindergarten teachers. How to improve the quality of teaching, improve the teaching status, and cultivate qualified kindergarten teachers for social development has become a hot issue of social concern. This paper analyzes the current teaching status of preschool education in colleges and universities, and puts forward some countermeasures to reform preschool education.

1. Introduction

The “Outline of the National Medium- and Long-Term Program for Education Reform and Development” proposes the future development goals of preschool education, and it is necessary to greatly improve the scientific parenting ability of child caregivers. By 2020, the education rate of young children in the first three years of the country will reach 55%. To improve the admission rate of young children, a large number of kindergarten teachers are needed. Preschool education major in higher vocational colleges plays an important role in cultivating preschool education talents.

At present, there are many problems in preschool education in China. Most colleges and universities in China have certain problems in the training of preschool teachers. After the preschool education students took office, the preschool education professional quality is not comprehensive good enough. Employers are not satisfied with the cultural quality and professional quality of students. This paper analyzes the current situation of preschool education in higher vocational colleges in China, and proposes corresponding solutions to the existing problems in order to provide reference for the teaching of preschool education in China.

2. A brief introduction to the teaching of preschool education in colleges and universities

2.1. Research on preschool education teaching in colleges and universities

Japan attaches great importance to the professional ethics, professional theoretical knowledge and comprehensive connotation of early childhood students, and attaches importance to the cultivation of humanistic theory. Denmark's cultivation of kindergarten teachers is more prominent in the combination of theoretical knowledge learning and skills learning. In the United States, the preschool education advocates that teachers should have the ability to guide children to develop learning, and can link the family and social education with school education. Preschool teachers should have a more comprehensive quality.

Many people in China have paid attention to the teaching situation of preschool education in higher vocational colleges. Some studies have pointed out that teachers should change teaching methods, and the main reasons for restricting classroom teaching are teachers' teaching methods and students' learning methods. At present, some scholars have begun to pay attention to the improvement of the current situation of preschool education in higher vocational education, but have not conducted in-depth investigation and analysis. In-depth study and analysis of the teaching situation in higher vocational colleges plays an important role in improving the development level

of kindergarten teachers and improving the quality of preschool education in higher vocational colleges^[1].

2.2. Teachers specialization

The concept of major professionalization of teachers is continuously enriched. Its individuals refer to teachers becoming professionals in education and teaching. Professionalization meets professional standards of teachers. Professionalization of teachers refers to the continuous improvement of professional status of teachers. Higher vocational preschool education should have the professional knowledge of higher vocational teachers, and should also have the professional knowledge as a kindergarten teacher. Higher vocational preschool teachers need to have both professional ethics and professional competence.

Teacher professional ethics refers to the relatively stable and lasting psychological attitude of teachers in education and teaching. Teacher professional ethics is the fundamental driving force for teachers to engage in their own work for a long time, and it often takes precedence over professional knowledge. Higher vocational preschool teachers have the dual attributes of higher vocational teachers and kindergarten teachers. The professional knowledge of preschool teachers in higher vocational education includes teachers' public knowledge and education knowledge.

Teacher specialization requires teachers to have the ability to apply knowledge to practice. Higher vocational preschool teachers should have the professional ability of higher vocational teachers and preschool teachers^[2]. It mainly includes education and teaching ability, scientific research practice ability and so on.

The kindergarten teachers at the higher vocational level have become the mainstream trend of preschool education. Higher vocational colleges play a key role in training higher vocational kindergarten teachers. China's preschool education started late and the faculty is insufficient. Higher vocational preschool education must break through the traditional development model. It is necessary to require the professional ability construction of preschool teachers to take the path of scientific development and ensure the stable and rapid development of vocational preschool education.

3. Problems in the teaching of preschool education in higher vocational education

3.1. Curriculum for preschool education

At present, there are more public courses for preschool education in Higher Vocational Colleges in China, and the number of courses exceeds the basic courses. The theoretical class and the skill class are unbalanced, and the professional basic theory courses are not enough. Some practical courses such as early childhood disease prevention have not been opened.

Most teachers and students hope to make adjustments in the school theory and practice classes. Many students have reported that some professional courses lack practical practicality, and the theoretical knowledge taught by teachers has not been linked to actual expansion of knowledge. Some skills are too few. There should be some courses directly related to early childhood education.

3.2. Teachers' teaching status

At present, the teachers of preschool education in higher vocational colleges are generally poor in teaching effect because of the improper use of teaching methods. Some courses should be demonstrated to students by means of demonstrations, but teachers only use the theoretical teaching mode to explain, students are difficult to master professional skills. It is not conducive to the cultivation of individualized students.

Teachers should set appropriate teaching situations according to the education goal in teaching, and create certain situations to carry out teaching to maximize the students' perceptual experience. Due to school conditions, many high vocational college students cannot fully participate in on-site teaching.

Many domestic vocational colleges are short of teachers, and preschool teachers are seriously inadequate. Some teachers even have 20 hours of class time per week, and the number of full-time teachers courses is large. Non-preschool education teachers are not comprehensive in knowledge and limited in educational ability. It is difficult to prepare for preschool education. Part-time teachers have their own jobs and many tasks, which leads to the insufficient preparation before class affects the quality of teaching.

3.3. Students' learning situation

Many preschool education students have subjective cognitive biases. The employer needs kindergarten teachers of good abilities and high qualities. Most students unilaterally think that if they have a good ability, they can find a good job, which leads them to focus on the practice of teaching skills. Few people listen carefully to the teacher. As a result, the professional ability of students is not improved.

Preschool education students in higher vocational colleges are less subject to professional art education, and students have poor artistic literacy before entering school. Some students choose preschool education without forming a firm professional belief in early childhood education. They are less likely to learn basic theoretical knowledge, and not correctly understand that professional quality is the quality condition that should be possessed.

3.4. Practical teaching situation of preschool education major

At present, there are some problems in the probation of preschool education in most colleges and universities. Students have a short time in the apprenticeship and cannot fully understand the basic aspects of teaching. The internship period of the university is four months, which is more difficult to train students' comprehensive ability.

In the education apprenticeship, the school did not arrange teachers' education guidance for students, and did not provide in-depth guidance on the methods of listening to tasks, which leads to the formality of educational practice. Education internships can not play their due role. Schools should strengthen their emphasis on educational internships and arrange teachers to guide students. Preschool education courses require teachers to provide students with appropriate practical opportunities in combination with the actual situation. However, it is difficult to organize educational practice activities because of the financial support for arranging educational probation activities. Therefore, organizing student probation becomes a visit to kindergartens.

4. The causes of the problems

4.1. Neglect of professional knowledge in Higher Vocational Colleges

Higher vocational colleges neglect the teaching of cultural basic theory knowledge in the talent training mode, focusing on professional skills training. Too much emphasis on the importance of professional courses has led to the development of students not comprehensive enough, resulting in problems such as low psychological quality and poor employability.

The problem of the incomplete development of the professional quality of kindergarten teachers cannot be solved, and the kindergarten teachers trained by ignoring cultural quality are difficult to meet the social needs. Kindergarten teachers should never neglect cultural literacy. If colleges and universities over-emphasize professional basic knowledge skills, students will have a rejection of emotions, so that students lose interest and enthusiasm for the kindergarten teachers. Therefore, colleges and universities should train kindergarten teachers to have certain non-intellectual factors, change educational concepts, and comprehensively treat students' professional quality education.

4.2. Unreasonable curriculum

Art classes are compulsory courses for preschool education professional skills. If the students themselves do not have the comprehensive ability, it is difficult to coordinate these abilities with the work of preschool education. In the existing curriculum foundation, there are fewer art courses and limited class hours. Students have to complete a number of professional courses in a relatively short

time, so that students can not grasp these skills. Problems such as less skill courses and poor coherence in Colleges and universities should be reformed with the development of the times.

4.3. School-specific teachers are in short supply

Most of the teachers in higher vocational colleges graduated from normal colleges and universities, and they generally lacked the ability to innovate. The knowledge acquired by full-time teachers is lagging behind the current knowledge and experience required for kindergarten teaching^[4]. Due to the limited resources of the school, teachers failed to improve their teaching knowledge in a timely manner. The basic situation of students is not comprehensive enough for part-time teachers. Some non-preschool professional teachers are teaching professional theoretical knowledge courses, and their teaching is mostly temporary preparation. The multi-disciplinary courses of interdisciplinary teachers leads to the inability to conduct high-quality teaching.

In the teaching process, teachers use traditional instructional teaching. The content of theoretical knowledge teaching is boring. The use of monotonous teaching methods leads to distraction of students' attention. In class, teachers and students do not form a good interaction. For a long time, students lack interest in learning. Teachers' teaching has become a teaching task, seriously affecting the quality of teaching.

4.4. Students have a biased understanding of educational concepts

Preschool education students unilaterally pursue professionalism. Many students pay more attention to the study of teaching skills and focus on the practice of artistic ability, which leads to the lack of students' cultural accomplishment and the widespread phenomenon of students' bias towards subjects.

5. Improvement measures of preschool education in colleges and universities

Preschool teachers should have the professionalism of hard work before high quality to meet the requirements of the new century of education modernization. In view of the problems existing in the teaching of preschool education in higher vocational colleges in China, colleges and universities should actively adjust the teaching strategies, change the misconceptions of students, continuously improve the quality of teaching, and provide direction for the training of preschool education professionals.

5.1. Change teaching philosophy

Higher vocational colleges should correctly treat the problems of students' professional accomplishment and make adjustments in the curriculum. Comprehensively train students' professional knowledge, ability and attitude three aspects of literacy. Colleges and universities should transform the professional quality training of emphasis on skill and ignoring theory, and form a correct concept of talent training. Abandon the concept of one-sided emphasis on skills literacy, and train more outstanding professional kindergarten teachers for the society.

Teachers of preschool education should actively participate in education and scientific research, improve their professional skills, explore teaching rules, and form new educational concepts and teaching methods. Continuously accumulate teaching experience, and find new ways to solve problems through teaching.

5.2. Setting up preschool education courses scientifically

The quality of teaching depends largely on the teaching curriculum. Colleges and universities should focus on the adjustment of teaching content and appropriately adjust the proportion of class hours. The teaching content should fully reflect the particularity of the preschool education major, delete the curriculum content with too much theory and break away from the actual, scientifically select the curriculum content of the appropriate vocational ability training, and handle the relationship between the professional curriculum and the cultural curriculum.

The preschool education major is a comprehensive professional with strong skills. Social development requires teachers to have a certain cultural foundation. It is difficult for higher education preschool students to meet the needs of specialists in a short time. The subjects of the disciplines all exist in the form of theory, and the cultivation of practical skills should be strengthened, and the theory should be used to guide practice^[4]. Strengthening the teaching of theoretical courses can fundamentally improve students' cultural accomplishment, so that students can use comprehensive theoretical knowledge to carry out practical activities.

5.3. Strengthen the construction of full-time teachers

The educational concept of teachers in teaching will affect students' learning view. Teachers should be aware of the various areas of knowledge involved in early childhood education. In the traditional concept, people mistakenly believe that the kindergarten teachers are not professional. With the development of the times, the traditional teaching mode can no longer meet the development needs of preschool education. Teachers should accelerate the transformation of their own wrong education concepts, so that students can establish a correct view of learning.

First of all, we should treat the object of education correctly. Young children's way of thinking is different from that of adults. Kindergarten teachers should correctly treat children's curiosity, encourage children's enthusiasm for learning, treat children with patience and love, and carry out teaching with a rigorous attitude towards children.

5.4. Change students' learning attitude

The thinking of preschool education students is susceptible to external factors. In the course teaching, teachers should strengthen the employment guidance and life planning education for students. Teachers should correctly look at professional skills and cultural literacy, and cultivate students' professional feelings to love the preschool education. Schools should establish a comprehensive concept of talent training so that students can correctly understand the issue of professionalism.

Teachers can design novel and interesting teaching content before they teach new lessons to stimulate students' strong curiosity and interest in learning, making up for the shortcomings of theoretical teaching. During the teaching process, teachers should encourage students to study hard, encourage students to speak actively, and flexibly use different language skills to highlight teaching priorities so that students can concentrate on actively interacting with teachers in classroom learning.

6. Conclusion

With the development of preschool education in China, the role of preschool education personnel training has become increasingly prominent. The key to improving preschool education is to improve the professional quality of students. To improve the current situation of preschool education and teaching, colleges and universities should change the teaching concept and cultivate comprehensive talents with higher professional theoretical level and well practical ability. Improving the current situation of preschool education in colleges and universities requires the joint efforts of all preschool teachers.

Reference

- [1]Chunyan zhang. Research on the current situation and reform strategies of aerobics teaching in preschool education major in Vocational Colleges in Zhangjiakou[D]. CAPITAL UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS,2016.
- [2]Yingying Zhao. Investigation on the professionalization of preschool education teachers in Higher Vocational Colleges[D].Jiangxi Science and Technology Normal University,2016.
- [3]Shanshan Xu,Wenbo Luo. Discussion on the present situation and reconstruction of art teaching

in preschool education major in Higher Vocational Colleges[J]. Vocational & Technical Education Forum,2013(20):33-34

[4]Mingyu Fu. Investigation and study on the teaching situation of preschool education major in Higher Vocational Colleges[D]. Liaoning Normal University,2013.