

Research on the Reform of Talent Training Models for Preschool Education in Universities

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Abstract: Due to the continuous changes of the times and the continuous development of preschool education, higher requirements are put forward for the comprehensive literacy of preschool teachers. In order to meet the job requirements of preschool education professionals, comprehensive innovative reforms should be carried out on the talent cultivation mode of universities to ensure that a large number of versatile talents can be cultivated, and their value can be fully realized in preschool education.

1. Introduction

Preschool education is one of the main components of education, not only playing a role in early childhood enlightenment, but also laying a solid foundation for subsequent learning. There is a close correlation between the literacy of talents in preschool education and the achievements of preschool education. To make preschool education more effective, relevant reform measures need to be formulated to innovate and reform the talent cultivation mode of this major, in order to ensure that the quality of talents meets the job requirements and provide assistance for the healthy development of preschool education.

2. The Importance of Cultivating Talents in Preschool Education in Universities

2.1 Transport professional talents

Focusing on cultivating talents in the field of preschool education in universities can be consistent with the essence of higher education, that is, transporting professional talents to various universities or educational institutions to enable them to exert their own value in the professional field. According to relevant policies, universities carry out certain innovative reforms on their teaching models to ensure that they are in line with social needs and national policies, thus playing an important role in the output of professional talents. With the continuous expansion of the preschool education industry, the institution needs to introduce a large number of professional talent^[1]. Therefore, universities should attach importance to the cultivation of talents and ensure the smooth completion of talent output work.

2.2 In line with the development needs of the times

In the new era, the importance of preschool education has been fully highlighted, and the public has put forward higher requirements for the ability and professionalism of school education teachers. Universities focus on cultivating talents in the field of preschool education, which can meet the needs of the times and lay the foundation for the smooth implementation of preschool education. Universities are comprehensively reforming their talent cultivation models to enable professional talents to play a role in preschool education, providing assistance for the healthy development of the times.

2.3 Promoting educational progress

The importance of education is a consensus among the public, and the training of preschool

education professionals in universities can play a positive role in promoting the progress of education and making the education system more sound. The progress of education depends on the reserve and cultivation of teaching staff, in order to continuously optimize educational resources and play a positive role in promoting educational progress^[2].

3. The Current Situation of Talent Training Models for Preschool Education in Universities

3.1 Uneven quality of education

At present, both the national economy and education are at a high level, but higher requirements and standards are still put forward for talents. Preschool education is a fundamental link in the process of talent cultivation. At present, the preschool education major has a good development momentum, and some universities are continuously expanding the enrollment scale of this major or reopening the preschool education major, significantly increasing the number of talents in this major. From a quantitative perspective, the current number of students majoring in preschool education can meet the development needs of early childhood education. However, from a qualitative perspective, the quality of students still needs to be improved. Due to the rapid increase in the number of people, the teaching process has been disrupted to a certain extent, resulting in the quality of education in this major being significantly lower than expected standards^[3]. When in this teaching mode, the teaching content is mainly based on textbooks, lacking innovative reforms in early childhood activities, which makes most students' professional knowledge relatively reliable, but their abilities in other aspects are seriously insufficient.

3.2 The classroom system needs to be optimized and improved

In order to keep pace with the development of the times, some universities are constantly innovating and reforming their teaching models under the premise of keeping up with the times. However, due to certain deficiencies in teaching philosophy, it cannot be in line with the requirements of quality education. Due to the impact of exam oriented education, the indoctrination teaching model has been widely applied. This teaching model has led students majoring in preschool education to believe that they should pay special attention to young children's grades and make this aspect a teaching focus to ensure that children's basic knowledge accumulation is more abundant. However, it is also the existence of this ideology that has led to significant deficiencies in the preschool education system, which has had a significant negative impact on talent cultivation in this field. Universities should attach greater importance to quality education and optimize the curriculum of the major under the guidance of this education. At the same time, the concept of quality education should be continuously integrated into teaching activities to ensure that students receive a subtle impact. This can generate a correct understanding of early childhood education and absorb and master new educational concepts. However, in practical situations, some universities have not completed the reform of their curriculum system, and based on traditional teaching models as a focus, they are unable to achieve good results.

3.3 The talent cultivation model has a fixed nature

Analyzing the current universities, it can be seen that preschool education majors are offered in most universities, but there are certain problems with the talent cultivation model. The reform is superficial and has not played a practical role, still focusing on theoretical knowledge in teaching, and lacking attention to the cultivation of students' abilities, resulting in a significant lack of comprehensive literacy among preschool education personnel. Currently, preschool education institutions are placing increasing demands on preschool education. In the talent cultivation model of universities, students' preschool education literacy is regarded as the core, but their innovative creativity is relatively insufficient. At the same time, the talent cultivation model has not undergone innovative reforms, resulting in a serious shortage of infectious power in teaching activities. The reason for this phenomenon is that the completeness and soundness of the talent cultivation model are significantly insufficient. When evaluating students, the standards used are relatively single, and

there is a lack of attention to the differences between individual students, which makes it impossible to comprehensively strengthen students' abilities in other aspects. In addition, when in such a talent cultivation mode, students in this major cannot adapt to the job requirements after entering the job position. At the same time, when dealing with young children's problems, there is a lack of clear logic and standardization, unable to find the root cause of the problem, and unable to formulate scientific response measures. This indicates that the practical experience and adaptability of students in this major have significant room for improvement^[4].

4. Reform Measures for the Talent Training Model of Preschool Education in Universities

4.1 Optimize course offerings and teaching modes

A comprehensive analysis of the talent cultivation mode of preschool education majors in universities shows that in order to fully utilize the application value of this mode, necessary reforms and practices need to be carried out. This requires focusing on the innovation of curriculum design and teaching mode. Firstly, it is necessary to attach greater importance to practical teaching and curriculum design innovation, so as to cultivate students' independent learning and innovation abilities. For example, from the perspective of curriculum design, emphasis should be placed on interdisciplinary and integrated aspects, increasing the linkage between various disciplines, and creating characteristic courses such as fun knowledge classes to enhance students' practical abilities. In addition, reform and innovate teaching models and introduce project-based teaching methods to ensure that students' practical and innovative abilities are significantly enhanced. Universities can carry out community family education service projects, allowing students to conduct on-site research, clarify the needs and problems in family education services, and based on this, develop relevant plans or plans, which is conducive to applying theory to practice. Secondly, establish practical teaching and internship models. In the reform of talent cultivation mode, practical teaching and internship mode are key contents. In order to significantly improve students' practical abilities and professional qualities, practical teaching and internship activities can be added to teaching to ensure the goal of strengthening students' practical abilities is achieved. For example, universities can engage in deep cooperation with kindergartens, allowing students to participate throughout the actual teaching process in kindergartens, which can generate a new understanding of early childhood education. In addition, through internship practice, precise guidance can be provided to enhance students' comprehensive skills while also expanding their career development channels, significantly enhancing their employment competitiveness.

4.2 Clarify teaching objectives

Setting goals for teaching objectives can ensure that subsequent work is directed towards the goal. In the system of cultivating high-quality talents, clear goals are the foundation. So universities should reform the talent cultivation mode and even formulate relevant training systems to ensure that the direction of talent cultivation is clear, under the premise of practical teaching requirements, by implementing relevant measures. At the same time, it is necessary to carefully divide the teaching objectives and implement corresponding plans based on the objectives. If we want preschool education professionals to have good dance creation skills and be able to play musical instruments, we need to develop relevant measures to ensure that this goal is achieved. Firstly, cultivate students' mastery of musical instrument playing skills, such as harmonica, and conduct periodic tests to assess whether students can change their playing methods based on the needs of young children. Secondly, cultivate students' dance choreography ability, allowing them to create corresponding dances based on different goals. At the same time, cultivate students' artistic expression ability to ensure that they adopt different methods to enhance the teaching atmosphere and effectiveness in different situations. With this approach, it is beneficial for universities to cultivate professional talents that are more in line with social standards^[5].

4.3 Develop a comprehensive evaluation system for preschool education professionals

Develop a comprehensive evaluation system and ensure its full implementation, which can play a certain role in the goals and quality of talent cultivation. In the traditional talent cultivation model, the key link lies in knowledge and ability education, but due to the continuous deepening of education reform and the continuous development of early childhood education, the number of high-quality talents required is also constantly increasing. To meet new standards for talent, it is necessary to optimize and adjust the evaluation system appropriately. Under the premise of fully adhering to the principle of keeping up with the times, universities should innovate and reform the talent evaluation system, and add relevant evaluation standards, such as creative thinking and practical ability, to the evaluation system. This can provide a more comprehensive and comprehensive evaluation of students, significantly improving their professional literacy and practical abilities, and laying a solid foundation for quickly adapting to positions.

5. Conclusion

In summary, the continuous advancement of education reform has put forward new demands for talent cultivation in universities. In order to maintain consistency with the new needs, it is necessary to focus on reforming and innovating the talent training mode in universities. Through this form, a large number of professional talents are provided to preschool institutions to ensure the smooth development of preschool education work. In order to achieve this goal, relevant measures should be formulated to provide impetus and basis for the reform of talent cultivation models, thereby providing guarantees for the healthy development of universities and preschool education.

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