

A Study on Quality Management of Teacher Training in Pre-school Education System

Lifang Fu

Yichun Early Childhood Teachers College, 330800, Yichun, China

ycgaflf0795@163.com

Keywords: Preschool Education, Teacher Training, Quality of Education

Abstract: Preschool education occupies a very important position in the current education system of our country and is the foundation of quality education, and teachers' professional accomplishment refers to the moral character and ability that teachers should have in guiding students' study and life. In today's teaching system, teachers, as the main body of teaching, have a great influence on students' learning. If a teacher's professional accomplishment is not qualified, the students under the teacher can not get a good education. Therefore, in preschool education, we must pay attention to the teacher training of preschool teachers. This paper discusses how to improve the comprehensive ability of preschool teachers, hoping to give some reference to the industry when exploring ways to improve the professional quality of preschool teachers.

1. Problems in Teacher Training for Preschool Teachers

With the economic development of society, people are more and more aware of the importance of knowledge, and parents want their children to win at the starting line, so preschool education has been paid more and more attention, and people have higher and higher requirements for the level of teachers in preschool education[1]A kindergarten teacher will have an impact on the child's life. Therefore, in the current preschool education, we must pay attention to the training of school teachers, so that teachers can shoulder the responsibility of preschool education for the society. This paper discusses the problems existing in preschool education and how to strengthen the comprehensive ability of preschool teachers.

1.1. Teaching Methods are Not Appropriate and Students can Not Adapt

Most of the students in the kindergarten before entering the home of the initial study, or did not receive learning, and the kindergarten teaching content although less, can be gradually started teaching, will be more concerned with the learning experience and learning ability of young children. But some teachers do not prepare well before class because of the simple content of the professor, which makes the teaching content and quality of teachers greatly discounted[2]At the same time, most of the teachers in preschool education have low academic qualifications. Secondary vocational schools are the main output places for preschool teachers. Although these teachers can also become excellent teachers as long as they are practical and able, some teachers have limited knowledge, rigid teaching methods and low comprehensive literacy.

1.2. Teachers' Teaching Attitude is Not Positive

Some children because some children's foundation is thin, study hard, study enthusiasm is low to reduce the classroom requirements on their own, thinking that students do not love to learn anyway, why should I seriously teach, class three days fishing two days sun net, do not pay any attention to the quality of preschool education and the acceptance of young children, teaching quality is extremely poor. Such a teaching method will not only cause students with poor grades not to keep up with the progress of teaching, but also cause students with good grades to lose interest in preschool education[3]In this way, children's learning classes become reading classes and arbitrary classes, students can only stuffy reading and listening to take notes, the teaching situation is dull,

teachers on the top of the spoon-feeding teaching, word for word lectures, look serious but suppress the original lively nature of young children, so that the classroom is dead, no lively teaching situation.

1.3. Remuneration of Preschool Teachers is Not Satisfactory

In preschool education, teachers face preschool children in the future, and children are like a blank sheet of paper. At this time, education will have a great impact on young children, so teachers have important value to their correct education for the future growth of students, so teachers themselves must have the corresponding ability literacy to promote the growth of young children.[3]These abilities include not only their teaching ability, but also their ability to get along with and take care of young children. Therefore, teachers' teaching pressure is great, but some teachers' teaching efforts are not rewarded, the salary level is low, the pay is much and the harvest is small, which will greatly reduce the enthusiasm of teachers in teaching. At the same time, preschool teachers still have the problem of no establishment, not formal teachers, the mobility of teachers is very unstable, affecting the quality of preschool education.

2. Pre-school Teacher Training

2.1. Re-Planning of Teacher Performance Appraisal Programme

In order for teachers to have a stronger desire for teaching, it is necessary to reform the performance appraisal scheme in the existing teaching system, give teachers an external pressure, and let teachers improve their professional accomplishment under the impetus of performance appraisal.[4]A reasonable performance appraisal method not only depends on the teacher's attendance and achievement, but also combines the students' evaluation of teaching quality. The teacher's performance appraisal should be closely linked with the teacher's performance salary. At the same time, in order for the teacher to be able to persist in teaching, it is necessary to raise the teacher's performance salary and improve the teacher's social security treatment. The school can let the special person in charge of the teacher's performance appraisal, from the teacher's teaching quality and so on comprehensive appraisal teacher's performance, not only depends on the student's achievement to advance the school, also needs to combine the student to the teacher's appraisal.

2.2. Regular Professional Training for Teachers

In order to improve teachers' professional quality, it is impossible to rely on performance alone, and regular professional literacy training is necessary. Training not only needs to include the latest knowledge of the course and teaching methods, but also needs to have professional ethics training, teachers' ethics is also an important part of teachers' professional literacy should be considered. As a preschool teacher, the purpose of the training is to let teachers have the latest understanding of preschool education and new teaching methods, improve their teaching skills, such as the recent online classes, there are many teachers in the teaching of chaos, only because they can not operate. Therefore, the content of the training should include the use of teaching tools, especially electronic equipment, which is technical training to help teachers better and faster to start. Moral training is to promote the construction of good teacher ethics, teachers should have further thinking about their own profession, think clearly what is the ultimate purpose of education, how to better teach and educate people.



Figure 1 Comprehensive literacy training for teachers

2.3. Dynamic Teaching

The so-called dynamic teaching, is not like the traditional way of blackboard teaching, but according to the actual situation flexible adjustment of the way of teaching, the use of dynamic teaching methods. For example, in pre-school education, Chinese is a humanities and language subject, it is wrong to regard Chinese as a literacy course only[5]Therefore, we should not only teach students theoretical knowledge, do questions, let students become examination machine, but in teaching, enrich and extend. For example, when teaching teachers and students these Chinese characters, the content of this chapter is explained by animation and dubbing, so that students can think about the relationship and difference between themselves and teachers, which can not only consolidate students' Chinese knowledge, but also let teachers enrich teaching means and improve their professional accomplishment.



Figure 2 Skills presentation for incoming teachers

2.4. Secondary Vocational Schools Should Strengthen the Professional Literacy Training for Students Majoring in Preschool Education

Most of the graduates of preschool education are different from other majors in secondary vocational schools in order to provide preschool education for future children. Therefore, in the education of students majoring in preschool education, teachers should do a good job in the basic knowledge education of students, through the training of basic knowledge, so that students majoring in preschool education have a relatively rich knowledge literacy, have a certain understanding of physical education and other knowledge, so that these preschool education students can really go to the post of teacher, the development of early childhood education can help students have a wealth of knowledge to help them solve the problem. But at present, most secondary vocational school students are not rich in Chinese, mathematics and English knowledge, so teachers should use teaching methods flexibly when carrying out basic knowledge education, combine interesting teaching methods and interactive teaching methods to make the original boring knowledge interesting and help students master basic knowledge. With a certain basic knowledge system, it is

necessary to carry out training on the professional knowledge of students majoring in preschool education. The purpose of parents sending their children to kindergarten is to enable their children to learn some knowledge while growing up healthily and to promote the all-round development of children's moral, intellectual, physical and labor, so that students can better integrate into primary school[6]In order to achieve this goal, teachers should train students in pre-school education in singing, dancing, painting and other skills. At the same time, computers, calligraphy, handwork and so on must also give students a certain understanding. At the same time, to improve students' ability to communicate with others, this is a kindergarten teacher must have the ability, so as to continuously broaden the students' professional knowledge, improve students' professional knowledge skills.



Figure 3 Teachers leading physical training for preschool students

2.5. Teachers' Professional Ethics Education

Because children's physical and mental development is not yet sound, so it is easy to be hurt by the outside world, and even some teachers with moral defects, molesting and scolding young children, and in order to avoid such a situation, it is necessary to improve the professional ethics of preschool teachers as far as possible, so that they have an independent, complete personality, let them from the heart like preschool education. And teachers engaged in early childhood education are mostly unsatisfactory results, some students will be more inferiority complex, this negative emotion is not conducive to the development of education. Therefore, we should spend some effort on teachers' professional moral education, the first is psychological intervention, we should do some intervention in teachers' psychology, avoid some teachers' influence on teaching because of mental illness, and secondly, we should build a good campus atmosphere, the so-called campus atmosphere, which is also the moral atmosphere of a university and the school motto. The influence of campus atmosphere on people is silent, so we must build a good social atmosphere.

3. Summary

The study in the preschool education stage has an important influence on the students' life, and the students are greatly influenced by the outside world in the early childhood. Therefore, teachers, as ferrymen on the way of students, should pay more attention to their professional accomplishment, constantly improve their educational level and moral literacy, and meet the needs of preschool teaching in the new period.

References

[1] Ding, Jun. A Study on the Construction of Education System for Preschool Education Teachers in Secondary Vocational Education. Chinese and foreign entrepreneurs, no. 09, pp. 211, 2020.

- [2] He, Haibo. Exploration on Teacher Training Strategies in Rural Preschool Education from the Perspective of Supply-side Reform. *Journal of Ningbo Institute of Education*, vol. 21, no. 06, pp. 28-31, 2019.
- [3] Zhou, Xingping., Cheng, Hanrong., Chen, Chuan. Study on Factor Allocation and Optimization of Teacher Training and Supply Relationship in Preschool Education —— Taking the Development of Preschool Education Specialty in Zhejiang Province as an Example. *Contemporary Educational Science*, no. 01, pp. 78-84+89, 2020.
- [4] Liu, Xiaoqing. Discussion on Teacher Training in Preschool Education Specialty in Higher Vocational Colleges. *Journal of Yu Zhang Normal University*, vol. 34, no. 06, pp. 91-94, 2019.
- [5] Qin, Ping. A Study on Quality Management of Teacher Training Education in Preschool Education System.. *China Education Journal*, no. S1, pp. 219-221, 2019.
- [6] Yuan, Qihong. China's Preschool Education Teacher Training System: Change, Dilemma and Optimization, *Contemporary Education Forum*, no. 02, pp. 1-8, 2018.