

Research on the Training Model of Preschool Education Professionals

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Abstract: Preschool education is an integral part of basic education, the initial stage of school education and lifelong education, and an important part of the national education system. It plays a huge foundation for the growth of children. However, the development level of preschool education in our country is still a relatively weak link in the entire basic education system. How to build a preschool education professional talent training model that adapts to the overall situation is of great significance. Adapting to the national innovative skill-based talent model, reforming the training specifications and curriculum settings for preschool education professionals, and promoting the innovation of classroom teaching content systems are of great significance to the training of preschool education professionals.

1. Introduction

The “preschool education major” mainly refers to the training of professionals who can engage in the childcare education of 0-6 years old children and study their growth and education laws. “The training program for undergraduates in the preschool education major is guided by China's education policies and regulations and follows national requirements The educational purpose of the preschool education professional, and under the guidance of certain educational thoughts, the document stipulating the content of the preschool education professional’s talent training objectives, talent training specifications, courses and teaching arrangements, mainly including the following elements, guiding ideology and basic principles; (2) preschool Educational undergraduate training objectives and talent training specifications; (3) School system, minimum graduation credits and degree awards; (4) Curriculum system or teaching process corresponding to preschool education majors (including course types, proportions, nature, names, credits, and hours distribution , Semester, starting unit, assessment method, etc.) and practical teaching arrangements; (5) main course introduction, etc. Among them, the core elements of the pre-university education major training program are based on the training objectives and training specifications of the pre-science education major Curriculum.”

2. The Talent Training Model

“Mode” is a scientific method and way of thinking. Educators introduce the term “mode” into educational science mainly to highlight the structure, relationship, state, and process of their education, so as to gain essential understanding through phenomena and use them to Guide educational practice.

At present, the academic circle does not have a unified definition of “talent training mode”, but based on the research and results obtained by scholars, there are two main views on talent training: one is based on Liu Xianjun, Chen Zufu, Zhong Binglin and Lin Huijing. Representatives believe that the talent training model is a way to achieve training goals. Specific point of view: It is believed that the talent training model is a way for the school to build a knowledge, ability, and quality structure for students, and to achieve this structure, and it embodies the educational ideas and talent training goals; the second is represented by Dong Zefang, Gong Yizu and Zhou Yuanqing. Think that the talent training model is a standard “style” and “model”. Specific point of view: It refers to the design of the training subject under the guidance of certain educational concepts and the guarantee of certain training systems in order to achieve specific talent training goals. It is

composed of several elements and is systematic, purposeful, intermediary, open, and diverse. The operational model and organizational style of the talent training process with characteristics such as imitability; the above two viewpoints expound the “talent training model” from different angles, but they are essentially the same. The author believes that the talent training model is a collection of the above two concepts, which essentially contains these layers of meaning: First, there is a certain educational philosophy, thought or theory as a guide, and it can be reflected in the form of practice. Second, it has the stability of the organizational structure and exemplary characteristics of the operation process. Third, the constituent elements must be systematic and integral. Fourth, emphasize the standardization and operability of practice.

3. Problems in the Current Training Model for Preschool Professionals

Lack of foresight in talent training. On January 23, 2013, the Ministry of Education website released the “Standards for Staff Provision of Kindergartens (Interim)”. The standard stipulates that the ratio of faculty and staff to children in newly established full-time kindergartens in various places must reach 1:5 to 1:7, and that the existing full-time kindergartens will gradually meet the requirements of the Standard within three years. Coupled with the relaxation of the second-child policy, the sudden increase of children entering the city to study. With the support of the three-year action plan of various provinces and cities, a large number of public and private kindergartens have been established in many regions, and the demand for kindergarten teachers has increased greatly. Preschool education undergraduate colleges and higher vocational colleges in various provinces, cities and regions have adapted to this trend and expanded their enrollment scale. Even some non-teaching colleges have begun to offer preschool education majors. Not only that, there are also some problems in the teaching philosophy of many schools. Without their own position and principles, they copy and copy the talent training model of other schools. Some undergraduate colleges pay too much attention to theoretical study and neglect skill development; while many higher vocational colleges pay too much attention to skill learning and neglect. Theoretical development; many reports of child abuse incidents by kindergarten teachers now have to make us reflect on what is wrong with our talent training model, and how to train kindergarten teachers to be good teachers in line with society, the public, and children?

It is not possible to modify the content of the courses and adjust the talent training program in keeping with the times. The “Kindergarten Matthew Effect” means that most of the state's investment in the basic education of kindergartens is invested in public kindergartens or large private kindergartens, but almost no investment in small and medium-sized kindergartens. The result of this is that large kindergartens are getting stronger and stronger, and many private kindergartens have problems with survival. Under the influence of the “Matthew Effect”, many preschool education graduates have moved to public and large-scale private kindergartens with excellent conditions in all aspects. According to my investigation, many public kindergartens and large private kindergartens have extremely advanced teaching equipment. Montessori teaching aids and Orff teaching aids are all available, but there is a dilemma that no one can operate. Kindergartens have to invest a lot of funds to select preschool teachers to participate in relevant training and then conduct teaching, which is a waste of funds. And if colleges and universities offering preschool education majors can introduce these advanced concepts into the classroom, students will be able to carry out related teaching as soon as they graduate, essentially avoiding such waste at the source.

Course setting and implementation are out of touch with social needs. The survey found that many colleges and universities preschool education majors use the Internet for reference in the process of setting up talent training programs, or send professional leaders to other universities to visit and learn from, and often ignore the opinions of kindergarten principals and kindergarten teachers. The opinions of kindergarten principals and teachers can more appropriately reflect the actual needs of teachers in preschool education. The preschool education major should actually go deep into the actual teaching of the kindergarten in the process of formulating the talent training plan, deepen the teaching content and innovate teaching methods, so that the students trained can

adapt to the needs of the preschool education industry and the changing preschool education Employment needs.

The “integrated teaching and testing” examination model and a single course evaluation system. Colleges and vocational colleges are different from junior and senior high schools. In the examination process, there is no “universal examination” but an examination of independent questions. The “integration of teaching and testing” means that the teacher makes the questions and scores by himself, which leads to the high scores actually in line with the teacher's goal of talent training. And whether the talents we cultivate meet the needs of the society, more is judged by the employer. Establishing a “separation of teaching and testing” examination mode and a diversified curriculum evaluation system are the solutions to this situation.

4. Countermeasures and Suggestions for Optimizing the Training Model of Preschool Education Professionals

Clarify the orientation of talent training. When formulating training goals, the preschool education professional talent training model should take both disciplinary education and professional job requirements as the starting point and end of the undergraduate talent training. At the same time, because some students belong to the undergraduate level of higher vocational education, that is, higher vocational undergraduate education, which still belongs to the category of vocational education in essence, the goal of training preschool education undergraduate talents is positioned as “high-quality applied” talents, not only scientific but also reasonable. However, in order to avoid the problem of unclear definition of training goals caused by “high quality”, it is necessary to solve the problem from two aspects. First, in the goal setting, specific types of high-quality training should be carried out, such as cultivating preschool professional teachers, senior preschool nutritionists and professional sensory teachers, etc., and carry out targeted training according to the different characteristics of each job. Make the trained talents more in line with the specific requirements of professional positions. Second, refine the content covered by “high-quality”. You can either refer to the specific types of training objectives to develop standards, or you can develop standards for training objectives, but the two must correspond to each other, whether it is one-to-many or many-to-one. This will not only help the makers to clearly and accurately position the training goals, but also help the training goals to establish a systematic execution plan and operation process after each link and content of the positioning.

Set courses scientifically and optimize course structure. The preschool education major's undergraduate curriculum is based on quality, knowledge and abilities. The integration of theoretical and practical courses breaks down the knowledge and professional skills that students of the major should have, and builds core courses based on the professional abilities of typical kindergarten positions. The kindergarten teaching task organizes teaching content, constructs professional knowledge and skill courses that are suitable for professional needs, and is reflected in the process of corresponding and connecting the specific courses of the curriculum module and the above-mentioned professional ability requirements. The so-called vocational competence-based is to set the foundation for pre-school education undergraduate courses in the field of kindergarten teaching, take specific basic knowledge and skills required for vocational positions as the main course content, and mainly realize the knowledge-based shift to the vocational competence-based, aiming to improve students Vocational skills, increase student market competitiveness, and meet the professional demand for undergraduate preschool education professionals. Among them, the content of vocational qualification certification assessment can be integrated with student classroom teaching to strengthen the professional relevance of pre-employment training of professional knowledge and skills. For example, the content specified in the “Professional Standards for Kindergarten Teachers” echoes the actual teaching system.

With practice as the core, strengthen the training process links. The undergraduate curriculum of pre-school education majors is oriented towards cultivating professional ability. Therefore, classroom teaching should highlight the integration of theory with practice, and the teaching method should reflect and emphasize practicality. However, the current undergraduate course teaching

methods of preschool teaching majors inherit the traditional undergraduate teaching's "classification" and "unified" centralized teaching. One is the poor interaction between teachers and students, and the other is the discovery, analysis and solution of problems that cannot be theoretically connected. It is difficult to effectively apply and train professional knowledge and skills. Given that the main feature of the experiential teaching method is that students have to take the initiative to participate in the teaching process, so that students can make full use of various learning resources while improving their theoretical knowledge learning ability and strengthening the advantages of professional skills practice application ability. Experiential teaching methods should be actively adopted in the undergraduate classroom teaching of pre-school education majors, that is, the organic combination of classroom and scenario creation, role playing, simulation, lecture debate, collaborative conversation, case analysis, project teaching, microteaching, etc., to mobilize students' learning. The initiative, practicality and creativity are also the characteristics of experiential teaching.

Attach importance to the teaching staff and strengthen the guarantee of the construction of the "double-qualified" teacher team. One of the cores to improve the quality of professional teaching is to have high-quality teachers. Kind of special requirements. The preschool education major is closely related to theory and practice. First, teachers are required to have a solid theoretical knowledge of preschool education and strong teaching and research capabilities. Second, teachers are required to have a lot of practical experience in kindergarten teaching, management and childcare, so as to be able to explain the teaching content proficiently, but also to provide professional knowledge answers and professional skills practical guidance. First of all, teachers who undertake professional skills courses are required to be conducted in training rooms or skills training bases. Teachers must be urged to alternate between theoretical and experimental teaching tasks, forming a normalized development model, so that teachers can continue to preview, exercise and consolidate. Maintain and improve self-teaching ability and professional skills. Secondly, the planned selection of teachers regularly goes to the kindergarten to observe the follow-up courses and practice on the job, accumulate practical teaching experience and improve the quality of professional teaching. Finally, teachers should be encouraged to carry out scientific projects or subject research in practice, conduct empirical analysis, and enhance teachers' ability to discover, analyze and solve practical problems.

Pay attention to the construction of practical teaching bases and advocate the implementation of the "full practice" teaching system. The preschool education education major undergraduate teaching practice bases can be divided into two types based on the school: on-campus and off-campus. Teaching bases mainly undertake two types of teaching projects, one is The teaching methods of kindergarten educational activities are practical teaching in the daily teaching process of specific courses and subjects, and the other is the comprehensive professional practical ability related to the field of early childhood education, such as the organization and coordination ability of children's daily life, the planning ability of children's game activities, Children's teaching research consciousness generation ability and teaching courseware production innovation ability, etc. In order to be able to meet the needs of students for practical internships, and to provide a better learning environment for professional knowledge, it is necessary to implement a professional training and practice base in the school.

5. Conclusion

As an important part of basic education, preschool education has received more and more attention and attention from the state, society and universities in the process of deepening and reform. The training of undergraduate talents in preschool education has also shifted from focusing on theoretical research to focusing on both theoretical research and practical skills to better adapt to and meet social needs. Therefore, on the basis of cultivating the elements of the paradigm of preschool education professional characteristics and pre-school education professional talent training model, it is the research of this article to explore the countermeasures and suggestions that can improve the training quality of pre-school education professional and improve the construction of

talent training model.

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