

Reform and Practice of “School” and “Park” Cooperative Talent Training Model for Preschool Education Majors

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Abstract: With the continuous deepening of economic globalization, my country's education industry has also undergone tremendous reforms. The development of the education industry has always been closely related to high-quality and high-quality talents, and the pre-school education major in universities is also the main way to train prospective teachers. However, in recent years, pre-school education talents cultivated by colleges and universities cannot quickly adapt to the requirements of the industry when they enter the work position. It is also difficult for the newly recruited teachers in kindergartens to grow up. The “school” and “garden” cooperative talent model has gradually replaced the traditional Unilateral training model in universities. Under this circumstance, this article mainly studies the problems in the preschool education “school” and “garden” cooperative talent training model, and then proposes corresponding strategies, and finally delivers more professional and higher quality talents for preschool education.

1. Introduction

“School” and “Park” cooperation is a talent training model, a new way to realize talent and an important way to improve the educational structure. Under the trend of rapid development in today's society, people have higher requirements for the education industry, so the traditional closed talent training model is far from being able to meet job changes. Therefore, under this new social situation and new requirements, colleges and universities should have the special characteristics of semester education and the characteristics of open education, and deepen the continuous with kindergartens in the process of talent training, and at the same time train the original talents model is constantly updated, and with the help of third-party organizations, can we continuously deliver high-quality and more professional talents to the early childhood education market.

2. Problems in the “School” and “Park” Cooperative Talent Training Model for Preschool Education Majors

(1) The two sides of the “school” and the “park” have insufficient understanding of the concept of cooperative education

According to relevant survey data, most of the kindergartens that cooperate with schools are private kindergartens, and their working capital is limited. In the process of cultivating talents in cooperation with colleges, interests are often the first consideration [1]. For many pre-school professional students who are short-term internships, generally kindergartens will not provide corresponding free training and skill transfer. Kindergartens will allow short-term intern students to work as nursery staff. They treat students as free labor and provide them with fewer learning opportunities. Schools are generally public in nature, so in the process of cultivating talents, profits are not the first consideration factor like kindergartens. According to the well-known stakeholder theory, it can be known that in the system, only the participation of multiple stakeholders can optimize the benefits [2]. Therefore, in the “school” and “park” cooperation process, the two must coordinate their relationship and conflict of interest to ensure that an effective talent training mechanism is formed.

(2) Lack of cooperation content between “school” and “park”

The lack of cooperation between “schools” and “parks” is mainly due to the small number of cooperations between the two in terms of research topics and scientific research projects, and the positions of the two parties are not matched. In terms of teaching knowledge, although both colleges and kindergartens educate students majoring in pre-school education, in the process of educational activities, the two parties are often doing their own things, and there is a lack of communication and exchanges for student education. The teaching mainly focuses on the theory of students, while the kindergarten mainly focuses on the teaching of students' practical skills [3]. There is no coordination and unified educational mechanism between the two. In terms of learning. Pre-school education students mainly study theoretical courses in colleges and universities, and their practical skills can only be improved during a specific internship period in colleges and universities. In-service teachers in kindergartens are seriously separated from the school in terms of learning content. Few teachers can obtain the support of the national teacher training program to participate in in-service training [4]. Therefore, in a strict sense, there is no real cooperation between the school and the kindergarten. , Just in the form of basins, kindergartens participate in the school's talent training program.

(3) Missing third parties for cooperation with “school” and “park”

In essence, cooperation should be established on the basis of an equal relationship between the two parties, and the cooperation is of an agreement nature [5], so the intervention of a third party is needed to achieve supervision and promotion. Therefore, in addition to the departments in which the main body functions, a true cooperative relationship also requires the participation of supervisory departments. The current “school” and “park” talent training cooperation is ultimately to establish a scientific and effective cooperation mechanism, so a third party is needed to participate in it to promote and supervise both parties. However, at present, the two parties of the “school” and the “park” often focus on their cooperative relationship in the process of cooperation, and do not have a clear understanding of the role and value of third-party supervision [6], and thus have not given a full understanding. In practice, the supervisory role in the “school” and “park” cooperative personnel training mechanism is often played by the local education administrative department. This form of malpractice makes the local education's role in the “school” and “park” cooperative talent training mechanism Enthusiasm and poor participation make it difficult for local government education departments to really play their third-party supervision and promotion role [7], which is also an important factor restricting the development of the “school” and “park” cooperative talent training mechanism.

3. The Reform Strategy of “School” and “Park” Cooperative Talent Training Model for Preschool Education Majors

(1) Deepen the understanding of both the “school” and the “park” and strengthen the understanding of cooperation

1). Strengthen the attention of both parties to the common affairs of the school

The basis of any cooperation is the congruence and mutual trust established by both parties [8]. Therefore, if we want to achieve effective cooperation between the two parties, we must strengthen the ability of both parties to focus on common affairs. By strengthening the in-depth understanding of the common affairs of both parties, and then establishing the corresponding supporting cooperation mechanism, the school and the kindergarten are closely linked through the common interests to form a community of interests, and then promote the development of the “school” and “park” cooperation talent training mechanism. To deepen the common understanding of cooperation between the “school” and the “park”, we should not limit our eyes to the benefits of cooperation. We should put our eyes on the common promotion of education and promote the formation of mutual awareness of both parties. The development of the “school” and “park” cooperation personnel training mechanism requires the joint efforts of both parties, as well as the full support of the local government to provide more favorable conditions and sufficient guarantees for the cooperation between the two parties [9]. For example, in the work of both the “school” and the “park”, the specific situation of the cooperation between the two parties is used as one of the

references for teacher assessment. At the same time, the “school” and the “park” can jointly strive for absolute advantages for preschool education in local education. Status etc.

2). Perform their own duties and seek common ground while reserving differences

The establishment of the cooperative relationship should be based on the voluntary basis of both parties, through the continuous coordination and cooperation of both parties, to achieve division of labor and cooperation [10], and ultimately maximize each other's interests. At the same time, it is also necessary to pay attention to the situation in which the two parties will strive for their own unique interests in actual cooperation. Therefore, the realization of common interests must realize effective division of labor and cooperation. In the process of cooperation, both parties must clarify their respective responsibilities and obligations. The two parties in cooperation are relatively independent organizations, so the responsibilities and obligations they need to bear are different. Therefore, if the “school” and the “park” both want to maximize each other's interests, they need to perform their duties. Regarding the unique interests of both parties, on the basis of not affecting the cooperation, it is possible to seek the largest profit for both parties, because the two parties of the “school” and the “park” are individuals belonging to different organizations, that is, follow the principle of “seeking common ground while reserving differences” to achieve optimization Cooperation.

3). Strengthen communication and create a cooperative atmosphere

There are obvious differences between the “school” and the “park”, that is, the two sides are occupations and majors, work and study, etc. Therefore, there will be conflicts of interest between each other in cooperation. And effective communication between the two parties is to promote mutual understanding and communication on the basis of clarifying the differences between each other. The communication of universities can help both the “school” and the “park” to understand each other better. Therefore, the school should strengthen the communication with the kindergarten through various forms, actively send students to participate in the practical activities organized by the kindergarten, and abandon the original authoritative psychology . At the same time, the kindergarten must also change the traditional school supervision of its own thinking, and actively organize students to carry out practical activities. Encourage teachers to conduct front-line teaching, and at the same time provide more professional talent assistance for the development of their own work, and provide sufficient guarantee for the establishment of the “school” and “park” cooperative talent training mechanism.

(2) Increase the content of cooperation between “school” and “park”

At present, the “school” and “park” cooperative personnel training mechanism is mostly based on school personnel participating in kindergarten practice activities. This kind of cooperation content is relatively single, so that the knowledge and skills that students really gain are limited. This is the main reason why students are less satisfied with practical work. At the same time, it also causes poor cooperation between “school” and “garden” and low efficiency. . If you want to promote the formation of a talent training mechanism for “school” and “park” cooperation, expanding the content of “school” and “park” cooperation is a top priority. Schools should go deep into the practice of kindergartens to ensure that the development of schools and kindergartens can be connected in time. Kindergartens must actively participate in the work of entering the colleges and universities to promote the combination of theoretical and practical education for preschool education students. Affected by the trend of the enterpriseization of education and the modernization of teacher education, the pre-school education profession pays less attention in colleges and universities, and it is not enough to receive internal support from colleges. Kindergartens should strengthen the support of the education administrative department of the local government and ensure the active development of in-service teachers under their leadership, thereby enhancing the position of preschool education in local colleges and universities in the entire education system, and promoting the development of the “school” and “park” cooperative talent training mechanism .

(3) Improve the third-party intervention of “school” and “park” cooperation

Since cooperation is of a contractual nature, both parties should perform their duties in cooperation and serve the common interests of each other. At the same time, since the two parties are independent of each other and maximize their own interests while maximizing the benefits of cooperation, the supervision mechanism in cooperation is an indispensable part. The intervention of a third-party supervision mechanism is the guarantee of cooperation benefits, and effective third-party intervention can guarantee the efficiency and performance of cooperation between the two parties. In the process of cooperation with kindergartens, non-formal colleges and universities play a role in acquiring knowledge. Therefore, if you want to ensure effective and stable cooperation between the “school” and the “garden”, it is necessary to establish and improve the cooperation with a third party. A variety of rules and regulations, such as the reward and punishment system, the launch system, and the coordination system. Through the actual system to ensure the implementation of the “school” and “park” cooperative personnel training mechanism.

4. Conclusion

In summary, the preschool education majors in traditional colleges and universities have focused on theoretical teaching, but with the deepening of education reform, the orientation of college talent training has also changed continuously. Therefore, the effective integration of teaching and practice is one of the inevitable trends. Therefore, the “school” and “park” cooperation personnel training mechanism should deepen the understanding of both parties, increase the content of the “school” and “park” cooperation, and ultimately improve the involvement of the third party in the “school” and “park” cooperation, which can promote the growth of kindergarten teachers Come to help.

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