

Research on the Development and Management of Private Kindergartens

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Abstract: With the rapid development of the social economy, relying on social forces to set up kindergartens has also shown a rapid development. Private kindergartens are slowly becoming an important part of the city's early childhood education, and their development plays a major role in private early childhood education. Due to the shortage of public parks, private kindergartens provide a large number of preschool education needs. Therefore, private kindergartens play a very important role in providing preschool education services. Actively guiding and supporting private kindergartens will greatly promote the popularization and development of preschool education. This paper first briefly introduces the meaning of the development and management of kindergartens, analyzes the problems in the development and management of private kindergartens, and proposes strategies to promote the development and management of private kindergartens.

1. Introduction

With the gradual increase of the population, the number of public parks can no longer meet the children's entry requirements, and can not meet the public's demand for preschool education. The rapid development of private kindergartens has become an important part of early childhood education [1-2]. At present, in the context of the fact that domestic private kindergartens account for 69% of the total number of kindergartens in the country, the continuous development of private kindergartens can truly provide pre-school education services with reasonable fees and certain educational quality to the public, and thus achieve the kindergarten coverage rate set by the state [3-5]. Therefore, a sound and efficient training system is established for the professional development status of private kindergarten teachers, and more disciplined and targeted training programs are established [6-7]. It is also necessary to pay attention to the links between the various trainings. It is necessary to establish a continuous step-by-step upgrade of the private kindergarten teacher training system, and gradually improve the quality of the training so that the purpose of solving the mass problems can be achieved, and a convenient channel for the professional development of private kindergarten teachers can be established. [8-12]. This paper introduces the development and management of kindergartens, analyzes some problems in the development and management of private kindergartens, and puts forward strategies for the development and management of private kindergartens.

2. The Meaning of the Development and Management of the Kindergarten

2.1 Private Kindergarten.

In the self-employed private parks, one is a kindergarten with strong capital, a beautiful garden environment, young teachers, high quality teaching ability, good influence in society, and high fees. This type of kindergarten is also designed to meet the needs of parents and the market. However, most of the market is another. Due to the lack of capital investment, weak management ability, social propaganda, word-of-mouth influence, and poor parental identification, individual operators often only have kindergartens in cities. In remote areas, streets or towns and villages, the hardware facilities are poor, the quality of the teachers hired is not high, the kindergartens have lower fees and the profit margins are limited. The number of private kindergartens in this category is relatively

large, and the proportion of private kindergartens is relatively high. After the withdrawal of the school and the deepening of the school work, there are more in the township streets. Even in large cities such as Shenzhen or Xi'an, many such parks are in bleak business. In the small counties and towns and villages in the western region, there are also some "family nanny" kindergartens that have no longer long-term plans. This kind of garden is generally a rural woman in his own yard, vacating one or two rooms as classrooms, recruiting some young children to increase their income, and can also do housework. The teachers in the kindergarten are basically not trained in professional training. There are not many children recruited. The tables and chairs in the classroom are uneven. The children's activity equipment is rarely purchased. Most of them are watching TV animations, listening to VCD and other children's songs. The garden conditions are quite backward.

2.2 Guarantee of the Management and Operation of Private Kindergartens.

The operation guarantee of private kindergartens is defined as: in order to ensure the good operation of private kindergartens, teachers, funds, materials and systems, which play a role in the operation of private kindergartens, are interrelated and coordinated systems. Through these four elements, the good operation of private kindergartens can be guaranteed, so that private kindergartens can provide pre-school education services to the public as far as possible, realize the value of "universal benefit" to a greater extent, and at the same time achieve the goal of perfecting the guaranteed elements. The operation guarantee of private kindergartens mainly includes system guarantee, teacher guarantee, fund guarantee and material guarantee. In the operation process of private kindergartens, the four core elements are to ensure the normal operation of kindergartens by coordinating and restricting each other. Institutional safeguards include macro-control of government policies and legal provisions closely related to the development of private kindergartens. Institutional safeguards regulate the behavior and management of private kindergartens. Specifically, they are institutional arrangements for teachers' continuing education, protection of teachers' rights and interests, investment, allocation, use and supervision of funds, and supporting and using of infrastructure. Plan. Institutional support also includes a medium-sized kindergarten management system, including relevant regulations on teaching, security, logistics, health and epidemic prevention.

2.3 Challenges Faced By Private Kindergartens IN Domestic Development.

The development of private early childhood education is good, but on the whole, my current preschool education is still in the primary stage of development. Due to the lack of accumulated experience in the development of private kindergarten education, the lack of state guidance and assistance, and the uneven development of urban and rural areas have led to many problems in the development of private early childhood education. The development of the theory system of the national early childhood education is not perfect. There is still no clear question about the nature and status of private kindergartens. There are many questions about the examination and approval, investment, property rights and supervision mechanisms of kindergartens. The management of private kindergartens is also very chaotic. Due to the imbalance of urban and rural economic development, the development of urban and rural private early childhood education is also quite different. The development of our national kindergarten education faces challenges as well as opportunities.

3. Problems in the Development and Management of Private Kindergartens

3.1 The Government Lacks Support for Private Kindergartens.

The government's funds for public kindergartens come from the government's financial allocations and the funds for corporate public kindergartens come from the financial support of enterprises. The funds for private kindergartens are mainly self-raised, the local government's special funds are less, and the support is not enough. Many of the rights of private kindergarten teachers should be able to be implemented and reduce their professional development motivation. In

the interview, the teacher said that due to the lack of funds for private kindergartens, the government has less financial support and insufficient support. The basic rights and treatment of teachers as stipulated in the Teacher Law are not implemented. For example, most private kindergarten teachers do not have housing. Provident fund, wages did not meet the minimum requirements, and the workload of private kindergarten teachers is still relatively large. The above reasons have led to the low satisfaction of private kindergarten teachers on the profession, and the mobility of private kindergarten teachers. The government's private kindergartens The amount of capital investment and the intensity of support will have an important impact on the professional development of teachers.

3.2 The Concept of Private Kindergarten Teachers Needs to be Further Improved.

Through the above investigations, it is found that all teachers can maintain good moral quality. However, teachers have some shortcomings in the professional understanding of the object, content and methods of the education work, that is, the professional concept of the teacher. From the difference between the holding of the teacher qualification certificate and the influence of the teacher's professional philosophy and teacher's morality, it can be seen that there are very few teachers who have studied the professional knowledge of early childhood education or obtained the teacher qualification certificate. It is the professional concept that has an important impact. In the private kindergartens in rural areas, the lack of professionalism of teachers leads to insufficient "concepts and rational understanding of education based on understanding the essence of educational work", lack of in-depth study and training.

Table 1 Teacher's own occupational and personal accomplishment survey

Not at all	incompatible	Basic match	meets the	Very much in line	total
0	0	11%	45%	44%	100%
0	36%	24%	13%	27%	100%
0	0	45%	47%	8%	100%

3.3 The Entry Threshold for Teachers in Private Kindergartens is Low.

Due to insufficient funds, the private schools have low work and poor treatment, which leads to low competitiveness when recruiting teachers. Recruitment is more difficult than public parks. Therefore, the requirements for entry thresholds are relatively low, and the requirements for academic qualifications cannot meet national standards. Even some teachers are not pre-school education majors, and these lead to the lack of professional foundations for recruiting private kindergarten teachers, and the quality of teachers is not high. These non-preschool education preschool teachers have not received systematic study in pre-school education. They are seriously lacking in theoretical knowledge and practical experience. They have not been trained in systematic professional skills, and their professional skills are not enough to lead them to implement kindergarten education. There is no way to start teaching. The low entry threshold for private kindergartens leads to the weak foundation of professional development of recruited teachers and the lack of professional knowledge and skills, which will directly affect the educational and scientific research ability of private kindergarten teachers, the smooth development of early childhood education activities, and the professionalism of kindergarten teachers. Confidence will further have a negative impact on their future professional development.

4. Strategies to Promote the Development and Management of Private Kindergartens

As can be seen from Figure 1 below, the biggest difficulty encountered in the operation of private parks is the lack of strong support from government departments and the difficulty of expanding the scale of the venues, accounting for 62.38% and 61.46% respectively, followed by the mobility of teachers. Large, accounting for 53.2%, in addition, the kindergarten competition is too fierce and disorderly, the dispute between homes, the low quality of the teaching staff is also a

disadvantage for the operation of private parks, 10.24% of the directors chose to include limited funding sources, kindergartens Other reasons, such as low fees and low teacher fees.

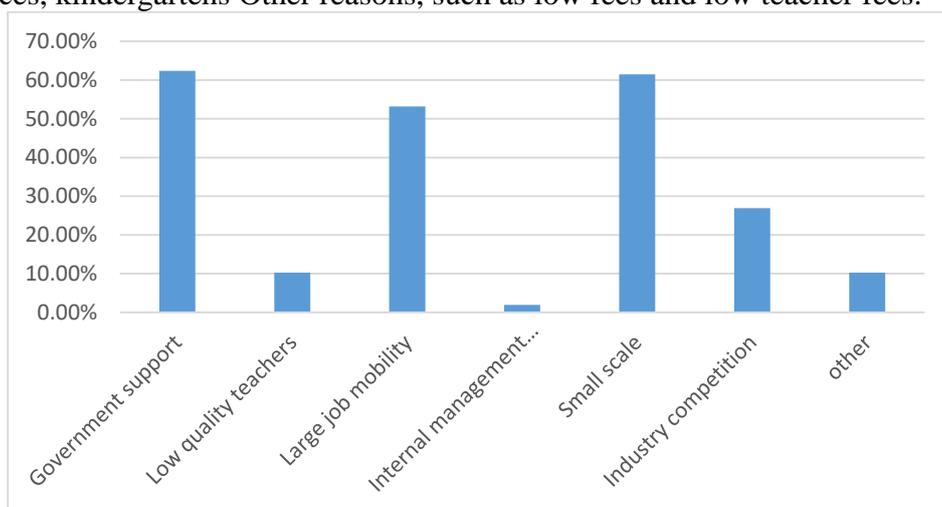


Figure 1. Strategies to promote the development and management of private kindergartens

4.1 The Government's Enhanced Support is an Important Guarantee.

Government investment in education is mainly compulsory education, but preschool education is not compulsory education, and when the government allocates investment in preschool education, public kindergartens are the main body of government investment, private kindergartens can only get a small part of government investment. Nowadays there are more and more private kindergartens in cities. Many cities are almost more than private kindergartens. Faced with such a situation, in order to better meet the new requirements of all walks of life for private kindergartens and improve the quality of private kindergarten teachers, the local government should increase the support for private kindergartens, increase the investment in private kindergartens, try to keep the source of funds for private kindergartens stable, strive to change their conditions for running kindergartens, and strengthen supervision over them. The most important thing is to ensure that the financial allocation for private preschool education is really used in the development and construction of private kindergartens, which lays an important guarantee for the development of private kindergartens.

4.2 Promoting the Professional Quality of Preschool Teachers as the Prerequisite

Private kindergarten teachers should recognize their work in private kindergartens, identify with the work of preschool education, form a correct view of career choice and occupational equality, establish a correct understanding of the work of private preschool education, and attach importance to the value of private preschool education. Correct understanding can help children fall in love with the cause of preschool education and improve their self-development awareness. However, kindergarten teachers with strong self-development consciousness will pay close attention to their own educational practice, strive to overcome some external factors, increase the motivation of professional development, consciously use various methods and means to improve their professional level, regulate and monitor their professional development direction, and constantly advance on the right road to gradually achieve the desired professional development. Level. Private kindergarten teachers should imply their correct professional outlook and values, explore the advantages of being a private kindergarten teacher, explore the fun of private education, enhance professional identity, enhance self-development awareness and improve their professional level. At the same time, kindergarten teachers in private kindergartens should build up lifelong learning awareness, renew educational concepts, improve professional knowledge and teaching skills, achieve sustainable professional development, and reduce the loss rate of teachers.

4.3 The Investment of Kindergarten Hardware Facilities is the Guarantee of the Platform.

Kindergarten hardware facilities are necessary resources for the development of kindergarten

education activities. Only when the infrastructure, teaching equipment and teaching aids are up to standard can the development of young children and the professional development of teachers be promoted. In the actual situation that the infrastructure equipment of the private park is imperfect, the teaching aids are inadequate, the utilization rate is low, and the use effect is not good, the kindergarten should develop preschool education as a public welfare undertaking for the benefit of the society, and increase the investment in the hardware facilities of the park. The quality of children's activities in the park. In this way, the investment in teaching aids is increased, economical, safe and environmentally friendly. In particular, low-structure toys made by teachers can stimulate the imagination and creativity of young children, which is beneficial to the growth of young children. At the same time, sufficient hardware facilities can promote the expansion of professional knowledge of preschool teachers and the improvement of professional skills. Adequate hardware facilities are prerequisites for preschool teachers to carry out teaching activities. Based on this premise, teachers can get involved in a certain field and delve into the knowledge and teaching methods in this field. For example, the teacher's self-made teaching aids must prepare for the preliminary experience by consulting relevant knowledge. It is necessary to update the knowledge system and understand the domain knowledge behind the toy production in order to create a teaching aid suitable for children's operation. It is the process by which teachers improve their professional level.

5. Conclusion

The synergy between the development and management of private kindergartens. First of all, only the internal staff of the kindergarten have a unified goal and development orientation from top to bottom, from individual understanding and promotion of ideas to improving the kindergarten management system. The whole park establishes a common vision and creates a positive and positive atmosphere. Secondly, to explore their potential from multiple angles, not only the leaders of the park should provide a comfortable working environment for the faculty and staff from the spiritual and material levels, but also the faculty and staff themselves must change the concept of mistakes and backwardness, and actively improve their own quality, and the whole park will move toward the goal. Finally, in order to improve the quality of the park and improve the quality of education, kindergartens should make full use of the resources and environment of parents, brothers and communities, and explore favorable conditions to ensure the ultimate realization of the goals.

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