

Research on the Improvement of the Training Model of the Cooperative Preschool Education Specialty of "School" and "Garden"

Qianyu Xie

Yunnan Normal University Business School

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Abstract: School-enterprise cooperation is one of the most popular training modes in applied universities. As far as applied undergraduate preschool education major is concerned, "school-enterprise cooperation" is actually the cooperation between preschool education major of Applied Universities and Kindergarten-based institutions, namely "school" and "garden" cooperation. The reform of cooperative talents training mode of "school" and "garden" in preschool education specialty of applied universities is to break the new experience of traditional talents training mode by taking kindergarten's talent demand as guidance, taking the formation of students' professional ability as the core, and taking kindergarten post's ability demand as basis.

In recent years, with the rapid development of preschool education, the society's demand for preschool education talents has been increasing. From the Ministry of Education to various government education authorities, a series of laws and regulations have been promulgated, such as Kindergarten Teachers' Professional Standards (Trial Implementation), Primary and Secondary School Teachers' Qualification Examination Standards, etc. The quality requirements of preschool teachers and professional standards are higher and clearer. In order to better adapt to the new trends and meet the new requirements of the development of preschool education, in order to develop preschool education specialty, we must further promote the reform of personnel training mode and further improve the quality of personnel training.

1. Reform Background of the preschool Education Professional Personnel Training Model

The Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020) puts forward that "actively develop preschool education, by 2020, we will fully popularize preschool education for one year, basically popularize preschool education for two years, and popularize preschool education for three years in areas where conditions permit."

The State Council's Opinions on the Current Development of Preschool Education requires that: "Governments at all levels should fully understand the importance and urgency of developing preschool education and take vigorous development of preschool education as a breakthrough in implementing the educational planning outline and an important task in promoting the scientific development of education. As a major livelihood project of building a harmonious socialist society, it has been included in the important agenda of the government's work and earnestly grasped.

Therefore, as an application-oriented undergraduate college, we should actively take the front step of the reform, pay more attention to the close combination of theory and practice in talent training. The preschool education specialty needs to actively utilize the rich educational resources of preschool education institutions, which mainly focus on kindergartens. At the same time, kindergartens should also participate in the training process of preschool education talents in various ways, and both sides should cooperate with each other. Mutual benefit and win-win, effective use of their own resources, to achieve "school" and "garden" co-education, improve the quality of personnel training.

2. Reform Practice of the Cooperative Talents Training Model of "School" and "Garden" for Applied Undergraduate Preschool Education Major

Signing cooperation agreements with kindergartens, using them as training bases for off-campus practice and establishing stable cooperative relations are important prerequisites for preschool education specialty to carry out the reform of "school" and "garden" Cooperative Talent Training mode. Depending on the resource advantages of off-campus practice base park, the reform of talent training mode can be further promoted.

2.1. Guided by the Demand for Jobs, the "School" and "Garden" Should Set the Training Objectives Together.

2.1.1. The Realistic Basis of Teachers' Post Ability in the Future

To meet the needs of talents is the starting point and destination of preschool education specialty, and to clarify the ability requirements of kindergarten posts for preschool teachers is the premise of formulating training objectives. Therefore, schools should, on the one hand, locate the post competence of preschool education professionals on the basis of "Kindergarten Teachers' Professional Standards (Trial Implementation)"; on the other hand, teachers should go deep into the kindergarten front line and discuss with kindergarten principals and teachers the professional competence and literacy that teachers should possess in kindergarten education and teaching through observing educational and teaching activities. In this way, we can get the first-hand information about kindergarten teachers' job competence needs. These information provide a realistic basis for schools to formulate training objectives and play an important role.

2.1.2. Schools and kindergartens work together to set training objectives for talents

The College has set up a department-level professional construction Steering Committee to conduct research on the construction, reform and development of preschool education specialty. It also puts forward suggestions and suggestions on personnel training objectives, personnel training modes, curriculum setting, practice and training, and carries out development planning. In addition, kindergarten principals and front-line backbone teachers can be recruited to join the professional construction steering committee, carry out regular activities, analyze the development trend of preschool education and its requirements for kindergarten teachers, demonstrate various factors affecting the training objectives of preschool education, and finally jointly determine the training objectives. Schools can set the goal of preschool education personnel training as follows: to cultivate high-quality preschool educators with healthy psychological quality, to master systematic preschool education theoretical knowledge and professional skills, to pay attention to the core quality of teachers' morality and to practice core competence, and to make specific provisions from three aspects: quality objectives, knowledge objectives and competence objectives.

2.2. Focusing on the Formation of Professional Competence, "School" and "Garden" Jointly Cultivate Talents

2.2.1. Constructing a "post-oriented" curriculum system

Firstly, "school" and "garden" cooperate to train talents, and optimize the curriculum system according to the guiding ideology of "basing on professional theory, strengthening skills and cultivating comprehensive abilities". To construct a "post-oriented" curriculum system, we should integrate post standards with curriculum standards, work processes and teaching processes, based on kindergarten work process and the task of education protection. Form three major curriculum modules: professional basic courses, professional skills courses and professional development courses, so that "school" and "garden" can cooperate closely and develop courses hand in hand. Second, the integration of lessons and certificates. Integrating the relevant contents of professional qualification examination such as kindergarten teachers and nursery teachers into the curriculum system, strengthening the training of students' professional qualification, so as to broaden students' professional knowledge horizons and enhance students' employment competitiveness. Thirdly,

according to the actual needs, vocational extension courses should be offered to match the knowledge structure and ability structure of students with the needs of kindergartens, while emphasizing the cultivation of students' comprehensive skills.

Specifically, the reform of the curriculum system is mainly embodied in the following aspects: First, reduce the total school hours, so that students have more time to meet their individual needs, broaden their knowledge. At the same time, it also forces teachers to carry out teaching reforms to reduce time and improve efficiency. Secondly, to meet the needs of teachers' qualification examination, we should add the Code of Professional Ethics for Kindergarten Teachers and the Evaluation of Kindergarten Education. Thirdly, adjust the modules of some courses. Fourthly, we will complete the development of school-enterprise cooperative curriculum for core courses such as Language Education for Preschool Children and Health Education for Preschool Children.

2.2.2. Adhering to the teaching orientation of "teaching knowledge around practice"

In terms of teaching methods, teachers should adhere to the orientation of "teaching knowledge around practice" and take the cultivation of students' comprehensive quality as the main goal. In teaching, emphasis is laid on deep and simple, and knowledge and skills are conveyed to students through practical instruction. At the same time, they cooperate with kindergarten experts and form a benign interaction, so that practical teaching is not divorced from the actual needs of kindergartens. Teachers can adopt various teaching modes such as ability-oriented, project-oriented and problem-oriented in various courses to enhance students' ability to solve practical problems with the knowledge they have learned. The backbone teachers of kindergartens should intervene in theory teaching, practice demonstration, practice guidance and other aspects in an all-round and in-depth manner, so as to enable students to improve their abilities in a genuine practical environment.

In order to enhance students' autonomous learning ability and innovative consciousness, this specialized course can also adopt various methods such as case teaching, simulated classroom teaching, discussion teaching, on-site observation teaching and experiential teaching.

3. Adopting the Practical Teaching Model of "Campus Cooperation and Alternation of Work and Learning"

Schools should cooperate closely with kindergartens, adopt the practical teaching mode of "campus cooperation, work-study alternation", and realize the integration of professional resources and kindergarten resources. Full-time teachers and part-time teachers in kindergartens should cooperate closely, play the role of two main educators in schools and kindergartens, and realize "double environment education". The whole process of personnel training is divided into three stages: the first stage is professional knowledge, basic skills and quality training; the second stage is teaching probation and teaching method practice; the third stage is post practice. Through learning and doing, we can gradually improve students' professional knowledge and skills, and form a "three-stage cross" education model.

In the practical teaching environment, kindergartens should provide various support for students, arrange experienced teachers to guide students, provide fixed classes for students to observe and practice, and set up demonstration courses to organize students to observe and discuss. Kindergartens can also allow students to design activities, organize centralized teaching activities, guide children's games, regional activities and so on.

4. Creating a Teaching Team Through the "Mutual Employment" of Teachers.

Through the cooperation mechanism of "school" and "garden", the school can jointly build professional teaching team, which can be implemented through the following two aspects. On the one hand, please come in. Employ key kindergarten teachers to participate in curriculum teaching, cooperate with full-time teachers to complete theoretical teaching tasks, and engage them to guide young teachers with professional teachers, so as to promote the growth of young teachers. On the other hand, "go out". Every school year, professional teachers are selected to take part in

kindergarten training in a planned way. They can participate in kindergarten affairs meetings, lesson preparation activities, kindergarten special activities and class listening activities. By consulting relevant documents and archives, investigating the rules and regulations of kindergarten safety management and their implementation, and interviewing teachers individually, we have a more comprehensive understanding of the educational activities, regional activities, outdoor activities, life activities, game activities and diversion activities in kindergarten activities. Understand the new requirements of kindergarten teachers in knowledge and ability under the new professional standards of kindergarten teachers. Schools can also carry out research projects with kindergarten teachers and provide theoretical guidance to kindergarten teachers. In this way, teachers from both sides can learn from each other's strengths and complement each other's weaknesses, and achieve common growth, which is conducive to building an excellent teaching team and promoting teachers' professional growth.

5. Integrating Point-to-Point with Area-to-Area and Strengthening Cooperation with Off-Campus Practice and Training Bases

Emphasis should be laid on the combination of points and areas, and the cooperation with off-campus practice and training bases should be strengthened. In the practical teaching links of students' professional education, educational probation, teaching method practice and post-practice, schools can give full play to the advantages of off-campus base gardens according to the actual needs of practical tasks, so as to achieve good results. In the school-enterprise cooperation curriculum development, subject research cooperation, teacher training and other aspects continue to increase the depth of cooperation.

5.1. Based on the Needs of Kindergarten Post Competence, School and Garden' Jointly Evaluate the Quality of Talents.

The school takes the cooperation of "school" and "garden" as the platform to evaluate the results of the talent training process with the formation of students' professional ability as the core. At the same time, we should reform the assessment system, invite kindergarten teachers to participate in the evaluation of the quality of personnel training, and evaluate the quality of classroom teaching, students' vocational skills and comprehensive quality in a variety of ways.

5.1.1. Diversification of evaluation subjects

Schools can change the current situation that teachers are the only evaluation subjects, and let teachers in schools, practical instructors outside schools, employers and students participate in the evaluation of the quality of personnel training, so as to realize the diversification of evaluation subjects.

Taking the evaluation of practical teaching as an example, the assessment of student probation, teaching practice and on-the-job practice can be evaluated by professional full-time teachers and kindergarten instructors. The proportion of full-time teachers and kindergarten instructors can reach 1:1.

5.1.2. Diversification of evaluation forms

Schools should take the needs of kindergarten teachers' post competence as the basis of evaluation, evaluate the results of "bypassing practical teaching knowledge" and actively carry out the reform of assessment and evaluation methods. In addition to the traditional closed-book examination, different courses can adopt different examination methods according to their own characteristics.

5.2. Establishing Relevant Systems to Ensure the Long-Term Effectiveness of the Cooperative Operation of "Schools" and "Gardens".

The effective operation of the Cooperative Talent Training Mode of "school" and "garden" in preschool education needs corresponding system to guarantee. Therefore, according to the actual

situation, schools can formulate relevant systems, such as teachers' on-the-job training, the use of internship training funds, young teachers' guidance and so on. These systems enable the cooperation between "school" and "garden" to be carried out smoothly, achieve practical results and achieve sustainable development.

Job demand-oriented "school" and "garden" have a common training objective; vocational ability formation as the core of "school" and "garden" jointly train talents; kindergarten post ability as the basis of school "garden" jointly evaluate the quality of talent. Through these reforms, the practice of preschool education specialty will form a more mature and stable talent training mode, thus ensuring the steady improvement of the quality of talent training.

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