

## **A Study on the Transformation of Preschool Teachers and the Curriculum Construction of Preschool Education in China**

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**Keywords:** Transformation of preschool teachers, Preschool education major, Curriculum construction

**Abstract:** In the current social field, people pay more attention to children's basic education, and the content of early childhood education is also expanding. There are some similarities between the traditional preschool education and other normal education, but there are essential differences between the current basic education for children and the subject education. Therefore, the personnel training mode similar to the subject education has obvious inadaptability in the current field of preschool education. This paper probes into the transformation of preschool education and the construction of preschool education curriculum in China. Discussion has practical significance for promoting the development of preschool education in China.

### **1. Introduction**

Adjusting the layout and running mode of preschool normal schools, straightening out the educational system of preschool education, and promoting the setting and training objectives of preschool education not only conform to the reality of China's economic and social development, but also conform to the development trend of normal education in the world. In the process of the transformation of preschool teachers, we should fully understand the national conditions of our country, give full play to the initiative of the government and school autonomy, and take good care of the original teaching staff of the preschool teachers system. After the transformation of preschool education, we should pay attention to professional construction, first of all, we should build a new curriculum system including basic theory curriculum, professional curriculum and practical curriculum.

### **2. The Current Social Requirements for the Development of Preschool Teachers and Preschool Education**

The development of society at the same time drives the continuous increase of the pressure of talent competition, and improves the adaptability of students after graduation, which is the key issue of family education and school education. From the perspective of family education, parents expect to pay attention to their education problems from early childhood, lay a good foundation for the development of children's physical and mental health, cultivate and accumulate children's multiple ways of thinking and cognition, so as to promote the comprehensive development of students, so parents also put forward higher education requirements for early childhood education. From the perspective of school education, the school carries out the talent training of preschool teachers, and also hopes that students can master the solid educational foundation and practical education ability through the learning process in school. Through the systematic professional education in the school, students can quickly integrate into social jobs after entering the society, so as to continuously deliver high-level applications for China's preschool education Type. The development of education puts forward higher and more professional requirements for the development of preschool education's own knowledge and skills. Based on the purpose of developing modern preschool education, the competent department of education has actively rectified the preschool education major in the national normal schools, making comprehensive adjustments in the curriculum setting, education management, teaching and training objectives of the preschool education major. The

rectification and optimization of the teaching of the preschool education major are in line with the requirements. In line with the actual needs of China's social development, it also conforms to the laws and trends of the development of normal education in the world<sup>[1]</sup>.

### **3. The Necessity of the Transformation of Professional Teaching**

#### **3.1 The Personal Development of Preschool Teachers Needs the Transformation of Professional Teaching**

Students who study preschool teachers are expected to join the professional team of preschool education, engage in preschool education, and become a part of preschool teachers. However, the traditional professional education of preschool teachers has been unable to meet the requirements of the development of today's society, which leads to the phenomenon that students are still at a loss in their jobs after they have received formal professional education in the school. There is an obvious disconnection between the school talent training and the social talent demand. Therefore, in order to promote the effectiveness of pre-school education personnel training, promote the future development of preschool teachers, through professional teaching transformation to improve the post adaptability and education skills of students, and then expand a broader career development space for students. Preschool teachers need teaching transformation, so that more students are willing to study in preschool education and promote the development of professional teaching<sup>[2]</sup>.

#### **3.2 The Sustainable Development of Early Childhood Education Needs the Transformation of Preschool Teachers' Professional Teaching**

At present, the aging of population is becoming more and more serious in our society, but the birth rate of newborn has been on the edge of the red line year by year. With the opening of the “two child policy”, our country will usher in another wave of rising stage of the birth rate in a short time, and the increase of the birth rate of newborn will also promote the substantial increase of the demand for early childhood education. However, it is not difficult to find that families who are able to give birth to a second child actively have certain economic basis, and the improvement of living standard makes them put forward higher quality requirements for early childhood education. China's early childhood education itself started relatively late. In many areas, there are still industry chaos in the market of early childhood education. The healthy and sustainable development of early childhood education needs to break through the shackles of the development of the current industry in time, and introduce scientific education concepts and methods into the field of social early childhood education. The realization of these problems needs to be based on talents, The transformation of preschool professional teaching can cultivate more practical talents for the society, so as to promote the sustainable development of preschool education in China(Figure 1)<sup>[3]</sup>.



Fig.1 Transformation of Preschool Teachers

### **4. Three Problems in the Process of Transformation of Preschool Teachers**

#### **4.1 Fully Understand China's National Conditions**

The basic national conditions of our country are the education run by the big country and the education run by the poor country. If we break away from this point, regardless of the actual situation, blindly improve the training standards, not only for the human and material resources of

the school, but also may cause a waste of talents. Therefore, the reform of pre-school normal education major setting and training objectives must be based on the reality of local economic and social development, comprehensively considering the social needs, school teachers and school conditions, so as to achieve a comprehensive consideration. We should also allow the multi-level development of professionals and recognize the imbalance of preschool education development in various regions. For example, in the economically developed eastern coastal areas. We should strive to realize the college and undergraduate education of pre-school teachers, while in the central and western regions, we should strive to realize the secondary and tertiary education of pre-school teachers. In a large number of areas in China, there is still a need for secondary school teachers, so it is necessary to allow some areas of the kindergarten teachers to continue to cultivate secondary school teachers in a long time. As far as the whole country is concerned, it is an objective reality that there are various training objectives and training specifications of preschool normal education. It is in line with the actual situation of unbalanced economic development and diversified social needs in China. Schools should be allowed to gradually improve the quality and specifications of school running according to the local economic and social development level and school running conditions <sup>[4]</sup>.

#### **4.2 Give Full Play to the Role of the Government**

The structural adjustment of normal education in China is regarded as a government action. During adjustment. The education administrative department of the government should make a serious, comprehensive and objective investigation and prediction of the local social, economic and educational status and development trend, and make a decision on this basis. The adjustment of the structure of normal education should be based on the actual needs. It can't be adjusted according to the subjective conjecture or for the sake of adjustment. When making decisions, the administrative department of education of the government should fully respect the autonomy of the school and the opinions of the school and teachers and students. We should fully respect the inherent law of the training of preschool teachers. At the same time, we should overcome the local protectionism and try our best to break through the restriction of the current management system on the structural reform of preschool teachers. Part of the existing children's coin school in China is under the leadership of the provincial education administrative department. Some of them are under the jurisdiction of municipal education administrative departments, and some are under the dual leadership of provincial and municipal education administrative departments. In the structural adjustment, it is difficult for many municipal preschool teachers to unite with provincial universities. Some headmasters said with emotion that a preschool teacher "is a bone in his mouth and a meat in his mouth". Some local administrative departments of education are reluctant to let go of joint education or merger. Some places overemphasize the government power in the structural adjustment and ignore the autonomy of school running. Merging for the sake of merging not only increases the cost of management, but also is not conducive to giving full play to the resource advantages of universities, and cannot achieve the real purpose of structural adjustment. To avoid inappropriate mergers. Local educational administrative departments should further emancipate their minds, focus on the overall situation, focus on improving the quality of education, and support the combination of preschool teachers' cross section and merit selection. Shanghai Children's face to face college was originally under the jurisdiction of Shanghai Municipal Education Commission, and successfully merged with the Ministry of human resources key university east China Normal University in the adjustment of Shanghai normal education structure. It provides an example for cross bar merging <sup>[5]</sup>.

#### **4.3 Take Good Care of the Original Teaching Staff of Children's Model System**

After the combination of schools or the improvement of training standards, the professional teachers of the former kindergarten teachers will inevitably face the test of improving their academic level and professional ability. The school should make a good plan for the construction of the teaching staff, and carry out targeted training according to the post, age, needs and my will, so as to prevent the teachers from being distracted. School leaders should care about the psychological

construction of teachers, especially young teachers and key teachers, help them to adapt to the changes, inspire their spirits and continue to pursue <sup>[6]</sup>.

## **5. Curriculum Construction of Preschool Education in the Transformation of Preschool Teachers**

### **5.1 Theoretical Basic Courses**

Theoretical basic courses can include: introduction to psychology, educational psychology, child development psychology, social psychology, introduction to pedagogy, principles of preschool education, preschool education, educational sociology and other comprehensive system education subjects. Preschool education includes the history of preschool education thoughts and the theory of children's psychological development. Theory teaching is an important foundation of practice teaching. Only students have a deep understanding of the content of theory teaching, can they carry out flexible application and practice.

### **5.2 Professional Courses**

Professional courses mainly refer to the courses that are organized in accordance with the characteristics of children's growth by combining the development laws of children's physical and mental development, intelligence, emotional intelligence and other contents. Professional courses can include: preschool children's development and evaluation, preschool children's health, nutrition and safety, kindergarten curriculum theory, preschool children's play and organization, kindergarten and class management and other courses. In the actual teaching, a competent kindergarten teacher should learn to understand the children, learn to observe the children, understand the internal meaning behind their speech and behavior and facial expressions, and understand the actual needs of their emotional changes. These contents can be used as the main basis of practical preschool teaching, make more reasonable and scientific guidance according to the specific situation of children, and improve the professional knowledge system and teaching comprehensive ability of preschool teachers<sup>[7]</sup>.

### **5.3 Practical Courses**

The key point of preschool education major learning is to be able to use their own professional knowledge and education skills to carry out effective preschool education work. The school curriculum system construction also needs to pay attention to the setting of practical courses. The purpose of mastering the relevant knowledge of preschool teachers' major and learning the pre-school professional courses is for students to transform these contents into their own educational skills and apply them in the process of educational practice. Schools can carry out special investigation based on the current situation of the transformation of preschool teachers in the region, and then accurately understand the social demand for preschool education, and on this basis, continue to improve the curriculum teaching system. Students can also sum up their experience in a large number of social practice, self analyze their own shortcomings in the actual teaching activities or social practice activities, and actively carry out self-improvement, improve themselves in the continuous summary, and make use of their professional knowledge and skills to really contribute to the social preschool education (Figure 2)<sup>[8]</sup>.



Fig.2 Curriculum Construction of Preschool Education

## 6. Conclusion

Preschool teachers refer to the specialty of preschool normal education, which mainly aims at the training and education of applied talents. At present, people in the social field pay more attention to children's basic education, and the content of early childhood education is also expanding. Preschool education is the main specialty for the society to train preschool teachers. With the continuous improvement of the society's attention to preschool education, it is the basic task of professional teaching to improve the quality of professional teaching and build a practical curriculum system. The school's preschool professional education needs to be established through theoretical basic courses, professional courses, skills courses and practical courses. The multiple curriculum teaching system, carries on the omni-directional training and the teaching to the student, enhances its in the social work post adaption ability, promotes the preschool education specialty as well as the early childhood education work common development.

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