

Thoughts on Constructing “Early Education System Construction of Infants and Toddlers from 0 to 3 Years Old” in Southwest Townships

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Abstract: Nowadays, the construction of early childhood education system has received more and more attention and attention from people from all walks of life. Especially the improvement of the initiative and initiative of parents' early education has successfully promoted the construction progress of the early education system. Southwest towns and towns have great potential for economic development. In the process of economic development, more and more parents pay attention to children's early education and put their own energy and money into it. This is the early education career of southwest townships. Progress forward provides vitality and motivation. In the southwestern towns and towns, the understanding of the construction of the early childhood education system requires the participation of parents and relatives. The infants themselves lack the ability to take care of themselves. Their daily lives must depend on their parents or other relatives. During the process of care, parents or other relatives will influence the learning of infants and young children by their own actions, such as emotions, language, and movements. In daily life, infants and young children need intellectual control and restraint in terms of intellectual development, language, social and emotional expression. This paper mainly studies and analyzes the status quo and characteristics of the “early education system for infants and young children aged 0~3 years old” in southwest towns and villages, and finally puts forward scientific construction methods for the construction of “early education system for infants and young children aged 0~3 years old” in southwest townships. path.

1. Introduction

The prime time for mental development, physical development and mental development of infants and young children is 0~3 years old. In this period, if good early education can be carried out for infants and young children, then the future physical and mental health and mental development of infants and young children are quite Important role. Driven by these early educational advantages, the townships in Southwest China will continue to expand the scale of their early education, and at the same time innovate their institutional mechanisms to promote the formation of a diversified school-running philosophy and school-running pattern. However, in the southwest towns and towns, “the construction of early childhood education system for 0~3 years old” is not a smooth sailing. It still faces quite a lot of difficulties and difficulties. These problems are for the early childhood education system for infants and young children aged 0~3 years old in southwest townships. The construction has a negative impact. Only by solving these problems that hinder the “early education system construction of 0~3 years old” can we effectively establish and improve its system, further plan and establish the future development direction of early childhood education, and solve its development process. Difficulties and difficulties in the emergence.

2. Overview of the status quo of early education of “0~3 years old infants and young children” in southwest towns and towns

With the development of the current era, the development of towns and towns in southwestern towns and towns, especially in Sichuan, is particularly obvious, because Sichuan has always belonged to the region with rapid economic development in southwestern China, so its towns and towns also have better development, so its towns and towns The early education of “0~3 years old infants” has a better development than other regions, while the early education of “0~3 years old infants” in other regions, especially in Tibet, has hardly developed or even stagnated. The stage is due to the backward economic development of Tibet and the serious shortage of educational resources. Most of the educational resources are biased towards basic education and secondary education, while the educational resources for early education are seriously inadequate. In addition, the early education of “0~3 years old infants” in towns and villages in Guizhou and Yunnan is relatively backward compared with Sichuan, but compared with Tibet, it is still in the process of continuous development and progress. On the whole, the early education level of “0~3 years old infants and young children” in southwest townships is not very high, and it is still necessary to take corresponding measures to promote the construction and development of the early education system in southwest townships.

In Sichuan, where the “0~3 years old infants” early education system is the most developed in southwestern townships, there are still major problems in its current development. The strength of various departments in the community cannot be integrated and coordinated, and its publicity and service type. It can't be fully reflected.

3. The premise of the early education system construction of “0~3 years old infants and young children” in southwest townships

First of all, the southwest township government has strengthened the regulation and control of the early education system construction of “0-3 years old infants and young children”. Strive to make early childhood education the focus of the reform of early childhood education in southwestern towns and towns, and combine with social forces to further integrate the development of public, private early childhood education, formal education and non-formal education, and through different infants in towns and villages. The characteristics of young children strive to achieve the governance system of the community and the villagers. In addition, the southwest township government clarifies the planning, management system and functions of the relevant departments for teachers.

Secondly, the expectations of early childhood education in southwestern towns and villages continue to increase. With the great development potential of the southwest towns and towns and the achievements, the parents' development and change of the concept of early education has changed the original concept of early education into a kind of care similar to “nanny” and how to develop the intelligence and potential of young children. And mental health development. Most parents pay more attention to the construction of the early education system for “0~3 years old infants and children”, hoping to develop potential for infants aged 0~3 in new educational concepts, better teachers and a good teaching environment. This also shows that parents are paying more and more attention to the early education of “0~3 years old infants and young children”, so the establishment and improvement of the early education system of “0~3 years old infants and young children” is imminent [1].

The early education institutions of “0~3 years old infants and young children” have continuously raised the requirements for teachers' teaching quality and teaching level. This is due to the increasing attention and attention of parents in the southwestern towns and villages to the early education. The requirements of the teachers' level of 0~3 years old children are getting higher and higher, and the teachers' patience, responsibility and professional theoretical skills have become the necessary connotations for early childhood education.

4. The problems in the construction of the early education system of “0~3 years old infants and young children” in southwest towns and towns

4.1 Insufficient professionalism in early education

At present, the importance of early education in southwestern towns and towns is constantly increasing. Under such demand, early education institutions also show prosperous love, but in general, the setting of these early education institutions does not need to go to the government for filing, resulting in In the process of supervision, the government can rarely effectively supervise and manage such early education institutions. The development of early education institutions lacks standards and norms, which ultimately leads to the uneven quality of education in each early education institution [2].

4.2 There is an imbalance in the development between regions

At present, the economic development between the towns and villages in southwest China is not balanced, resulting in a large difference in the funds for the construction of the early education system for “0-13 years old infants and young children”, which ultimately leads to the gap between the quality of teachers and the quality of running schools. Larger. In particular, early childhood education institutions in rural areas are small in scale, lack of funds, poor environment, and few related facilities that are beneficial to the development of young children. This is because there are fewer farmers in the early education of “0~3 years old infants and young children” that can be afforded in rural areas. In order to meet the basic needs of their lives, it is necessary to reduce their education expenditure. As a result, the gap between educational resources and teachers in various regions is quite obvious. In addition, in the process of establishing the early education system of “0~3 years old infants and young children”, its management level could not keep up, which led to problems in the construction process, construction direction and development direction, and could not retain talents. Educators finally reduce the level of early education system construction for infants and young children [0] and older [3].

4.3 The quality of the team of teachers is not high

At present, the southwestern towns and villages have insufficient equipment for early childhood education teachers of “0~3 years old”, and there are quite a lot of children who want to receive better early education. Therefore, the pressure on teachers is quite large. Generally speaking, most of them Teachers have already paid a lot of energy in the process of caring for their children. After the energy is paid, few people can carry out research and analysis on the physical and mental development characteristics and teaching contents of “0~3 years old infants”. Self-teaching level and quality. In addition, the mobility of teachers is constantly increasing. First of all, teachers' treatment cannot be improved, resulting in teachers with higher teaching experience and ability to move to other regions or children's institutions with stronger economic strength. In addition, more early childhood educators hope to have more room for development. However, the early education for “0-13 years old infants” is unable to satisfy that they want to continue learning and improve their own requirements[4].

5. The construction of early education system for “0~3 years old infants and young children” in southwest towns and towns

5.1 The government strengthens its guidance and coordinates cooperation between the parties

The construction of the early education system for “0~3 years old infants” is different from the operation of commercial early education institutions. The purpose is not to make profits, but to build “0~3 years old infants” early education based on people’s livelihood and social issues. The system reflects the nature of the service and the nature of the public interest. The community should establish relevant community early education guidance and service centers under the guidance of the

government when constructing the “0-3 years old infants” early education system, and carry out with the community health care, education bureau, family planning bureau, women's federation and community management. Cooperate and cooperate with different functions to maximize the effectiveness of their functions [5].

In addition, in order to ensure the efficiency of the linkage work of various departments within the community, the government must establish a special supervision, supervision and feedback mechanism, so as to ensure that all departments can fully perform their duties. The education department should establish the main and leading position in the “0~3 years old infants” early education system, determine the teaching content of the early education and the related issues, and guide the community to the parent-child activity center, early education network and counseling. The site, at the same time, cooperates with other colleges and universities to put early education teachers on the agenda; the health department can provide advice and opinions on the physical health of infants and young children and guide parents to healthy parenting, and regularly carry out “0~3 years old baby in the community”. “Children” physical examination and physical development testing, and carry out health care work for infants and young children in the community; and the Women's Federation can integrate and coordinate different forces in the society, the “0-3 years old infants” early education system Optimize the construction environment, attach importance to the important role of family education in the early education system, coordinate with the education department, and actively cooperate with the education department to provide better conditions for the development of educational issues; community management departments can The early education of infants and young children in the community is an important part of their future work. And to provide incentives for infants and young children with a difficult family, so that these infants can participate in early childhood [6].

5.2 Combining professional and technical means to ensure the quality of the early education system construction

The current education and service quality improvement of the “0~3 years old infants” early education system must be able to improve the professional skills and technical level of relevant staff in the community. Through local education bureaus and universities, through the use of education and teaching resources and resources in colleges and universities, the early education staff in the community can be technically and business-trained, while the universities can set up early education, with a view to In the future, we will inject fresh power into the early childhood education system of “0~3 years old infants and children” in the community [7].

The construction guidance of the “0~3 years old infants and young children” early education system can use the “urban center” approach to guide and train the southwest townships and towns by using the high-quality resources and education level in the city, and to target the southwest township community. The problems discovered during the construction of the early childhood education system for “0~3 years old infants” will be solved in time to ensure the improvement of the quality of early education services [8].

In addition, the construction of the Early Childhood Guidance Center in the southwestern townships depends on the local maternal and child health care institutions and public kindergartens, and through the use of rich teaching resources, quality teachers and venues, and some teachers with outstanding learning ability to learn, As far as possible, the teachers in the “0~3 years old infants” early education system will be transformed and become the main development force in the early education system of “0~3 years old infants”.

5.3 Combining personal and social forces to promote the construction of early childhood education system for “0~3 years old infants and young children” in the community

Most of the expenditures in the southwest township community are borne by the government, which also shows the public welfare of the “0-3 years old infants and young children” early education system. However, some of the devices used by infants and young children are easily damaged, and some physical health screening projects that are beyond the scope of the original development require

additional expenditure. In these projects, the community can collect some of the “0-3 years old infants” early education system. Fees, the parents' consumption is supplemented by the in the “0~3 years old infants” early education system[9].

In addition, in the process of building a “0-3 year old infant” early education system, in addition to recruiting permanent early education personnel, the community can also appeal to the community to participate as a volunteer in the construction system, according to the volunteers. Different ability, experience and knowledge level to assign different jobs, which can better make up for the gap in the community's early education system of “0~3 years old infants and young children”, which can also make the understanding of different identities in society common. Participate in the construction of the “0~3 years old infants” early education system.

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