

Research on Quality Management of Kindergarten Education under Preschool Education System

Yixuan Zhao

Guangxi College for Preschool Education, Nanning, 530022, China

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Abstract: With the development of our society, China pays more and more attention to education. For preschool education, the attention of the society is also increasing day by day. Kindergarten is the key to the early education and growth of children, as well as the important stage of children's behavior habits and their own character cultivation. For parents, the quality of kindergarten education is an important choice. At present, there are still some problems in kindergarten education quality management under the preschool education system, and the research in this aspect still needs to be further strengthened.

1. Introduction

Kindergarten education is an important part of the pre-school education system. It is responsible for the enlightenment education of children from three to six years old. The burden is the education content before the elementary school. On pre-school system, conduct the thorough research to the kindergarten education quality management, and make a scientific evaluation, can be beneficial to understand the basic situation of kindergarten education at present, can timely find problems and make a correct, at the same time for the further research of education quality management can promote the improvement of education quality, to improve the standard of education, and better carry out preschool education.

2. Current situation of kindergarten education quality management

We often say "old at three", which means that we can tell the character and future development of a child from his/her condition around the age of three. To some extent, it also points out the importance of preschool education for children in kindergartens. This old Chinese saying actually has some scientific basis. Because when the child is about three years old, it is the key stage of the cultivation and enlightenment of the child's intelligence, character, habits, etc., which is related to the development of the next few decades. Therefore, it is very necessary to pay attention to pre-school education, pay attention to the management level of kindergarten education quality, and study the quality of kindergarten education.

At present, the development of kindergartens in China has a certain improvement. In the 1980s, China promulgated the "Kindergarten Work Regulations" and other laws and regulations to systematically and standardize kindergarten education. Up to now, China's pre-school education system has begun to take shape and has a certain development. At present, the development of kindergartens in China has a certain improvement. In the 1980s, China promulgated the "Kindergarten Work Regulations" and other laws and regulations to systematically and standardize kindergarten education. Up to now, China's pre-school education system has begun to take shape and has a certain development. At present, there are three types of kindergartens in China: public, private, and public-private partnerships. Comprehensive research is conducted on the hardware facilities and faculty conditions of kindergartens. In addition, we must also consider the differences between China's regions. Due to differences in economic, historical, and developmental progress, we cannot use a single standard to measure and evaluate them in a unified manner.

3. The problems in the quality management of kindergarten education

3.1 The unclear responsibility of education management

The quality of kindergarten education can't rely solely on the education of kindergarten teachers. The time of children in kindergarten is only a small part of the child's growth process. In addition to kindergarten education, parents' education guidance also plays an important role. In the quality management of kindergartens, it is necessary to consider the external factors involved in kindergartens, which is a comprehensive management system. Parents have the most direct impact on children and are directly acting. Nowadays, there are many young parents in kindergarten who rely on kindergartens completely, ignoring their own influencing factors. Even some parents do not care about their children's growth education. They only ask for the right to administer kindergartens. The deviation is too much, and the quality of the education of the kindergarten is too much, and the identity of the "direct guardian" is completely set aside.

3.2 The unsound education management system

In preschool education in kindergarten, it is necessary to establish a reasonable management system. It should be based on the current laws and regulations of kindergarten education in China, and based on the current situation of our society and the basic requirements of parents and children, to determine the rationality and scientific nature of the system. In the current management, there is no clear education management system. The kindergarten management system still continues the previous content, and has not been updated in time, lacking pertinence and timeliness. This shows that the current education management system is still not perfect, and many details have not been completely solved, and these problems are often ignored by the public. The quality of education in kindergartens does not represent the education management system. The improvement of education quality depends on the improvement of the education system. The improvement of the education system will also promote the improvement of education quality.

3.3 The unreasonable method of education management

The development of society has made everyone pay more attention to education. Preschool education is the cornerstone of a child's learning and the basis for future study. For pre-school education, people's attention has been continuously strengthened, and the requirements for the teaching level of kindergartens have become more and more demanding. Many kindergartens will provide pre-service training for preschool teachers, and will also conduct regular assessments. These measures are all to ensure the teaching level of teachers. At present, the overall education level of kindergarten teachers has improved significantly. However, in actual management, it can be seen that some kindergartens are too strict with the management of kindergarten teachers. They only complete hard tasks, fully quantify teaching indicators, and are linked to the performance of teachers. To a certain extent, it has bound the teacher's teaching imagination and the space to play, only to complete the prescribed teaching tasks in a rigid manner. Moreover, many teachers have neglected the children's true feelings and thoughts, and there are too few emotional exchanges, which is not conducive to the overall development of children. This method is unreasonable.

4. The method to solve the problem of quality management in kindergarten education

4.1 Improve the quality management system for kindergarten education

Under the preschool education system, the unsound education quality management system of kindergartens is due to the unsound education quality management system, which is not systematic and standardized. Therefore, it is imperative for kindergartens to improve their education quality management system, which is an effective method to solve problems. When perfecting the education quality management system, we must pay attention to the combination with the actual situation in the local area. We must not follow the old rules, and we must not "one size fits all". This is only to cure the surface and ignore the fundamental reasons. The quality management system is based on the comprehensive consideration of the hardware and software of the

kindergarten. It is necessary to follow the facts, take the facts as the starting point, and take the final goal as the foothold to plan the whole. For example, it can be formulated or improved in accordance with relevant national policies and guidelines, as well as the wishes of parents and teachers and children. This will enable future work to follow the rules and standardize and systematize preschool education.

4.2 Comprehensive use of multiple educational methods

In kindergarten education, there are many educational methods, such as obtaining through language, obtaining through intuitive form, obtaining through practical practice, etc. In many teaching methods, kindergarten teachers should teach students according to their progress and characteristics according to their progress and characteristics. It is necessary to consider the child's acceptability, comprehension and memory. Whether the learning of different knowledge can be accepted, absorbed and digested smoothly, it requires practical consideration. While teaching students in accordance with their aptitude, we should also innovate and develop learning methods, stimulate their enthusiasm for learning, tap their imagination and creativity, and tap their potential through the combination of practice and theory. At present, there are many educational methods. Teachers should learn to use them comprehensively in practical teaching. Only by flexibly using teaching methods, can the education quality of kindergartens be effectively improved.

The education of kindergartens mainly depends on the education of teachers, who are also the most frequently contacted by children in kindergartens. Therefore, the teaching quality of teachers is directly related to children's learning. Only by grasping the key element of teachers can the education quality be improved as a whole. To do a good job in quality management, we should first select teachers with good professional and quality. In the selection of teachers, we should pay more attention to teachers who can flexibly use educational methods, which is the basic quality and basic skills of teachers.

4.3 Adhere to the people-oriented management strategy

The center of education quality management in kindergartens is to be people-oriented, which contains two meanings. The first is to put the children in the center. Kindergarten is a pre-school preparation for the three-year-old children to receive compulsory education. It is necessary to take the child's intellectual development and training as the basic goal, pay attention to the child, and all for the child. In addition, the quality of teachers' education should be placed at the center. The quality of teachers' education is directly related to the extent of children's knowledge acceptance. Teachers play a key role in linking up and down, which is a direct influencing factor. Focusing on the position of the child, but also taking into account the essential needs of the teacher, the effective combination of the two, can play the most important role, can make the quality of kindergarten education management to a higher level.

5. Conclusion

Based on the above analysis, it can be seen that the quality management of kindergarten education under the pre-school education system also has problems such as unclear responsibility for education management, imperfect education management system and unreasonable educational management methods. These problems also reflect that the quality management of kindergarten education needs to be continuously improved, and the whole society and kindergartens should pay attention to it, and comprehensively analyze and solve according to the actual situation and the situation of kindergartens in various regions. Establish an education management system to make education management systematic, integrated and standardized. It is important to improve the kindergarten education quality management system, comprehensive use of a variety of education methods and adhere to the people-oriented management strategy, so that the quality of education management and kindergarten education and teaching objectives remain consistent, promote the overall improvement of the quality of kindergarten education, the term education system in China will develop comprehensively.

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