

Research on the Professional Quality Structure of Preschool Education Teachers Based on Cooperative Learning

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Abstract: In order to cultivate “one specialty and multiple abilities” applied preschool teachers who meet the needs of preschool education reform and development, the preschool education major in colleges and universities requires students to not only master the basic theory and skills of preschool education major, but also possess various abilities required for kindergarten teachers. They have not only the characteristics of normal education, but also the characteristics of higher vocational education. Firstly, the article expounds the theoretical basis of the research on the professional quality structure of preschool education teachers. Then it analyzes the professional quality structure of preschool education teachers: concept quality structure, knowledge quality structure and ability quality structure. Finally, the paper puts forward the path to optimize the professional quality structure of preschool education teachers.

1. Introduction

Preschool education major belongs to normal education in higher vocational education, which has both the characteristics of normal education and the requirements of higher vocational education [1]. This diversified professional ability reflects the particularity of the specialty of preschool education in colleges with “one specialty and many abilities”. The training of professional teachers should not only focus on normal teaching, but also emphasize vocational skills training with higher vocational characteristics [2]. The key to the training of preschool education teachers lies in the professional quality level of preschool education teachers. The introduction of foreign cooperative learning into China is carried out in accordance with the development trend of education with students as the main body, which is conducive to solving the subjective knowledge instillation with teachers as the center in teaching, arousing students' interest in learning, broadening their learning horizons, and enabling students to actively participate in learning [3]. At present, the professional teachers of pre-school education in higher vocational colleges still have some deficiencies in their professional practice ability. There are many problems, such as the gap between professional practice ability and the ability required by professional posts, and they are not competent for professional training. They cannot provide the necessary intellectual support and technical services for social and economic development. Therefore, the professional quality of preschool education teachers should be improved to help train high-quality preschool teachers.

2. Theoretical Basis of Research on the Structure of Professional Quality of Preschool Education Teachers

2.1 The Theory of Teachers' Professional Development

Teacher professionalization has become a successful strategy to promote the development of teacher education and improve the social status of teachers. Teacher professionalization is the trend and trend of teacher education development in the world today. The evaluation system determines the rewards and punishments of teachers and the promotion of professional titles. The results also reflect teachers' self-worth. Teachers' professional development can be summarized into the following stages: the early survival stage, the middle development stage and the late stability stage [4]. First of all, in the early stage of survival, that is, when the teacher first joined the school, he

invested a lot of energy to create his own image in order to gain the recognition of other teachers and school leaders. At this stage, teachers often spend a lot of time on professional competition and lack of investment in teaching. Teachers' educators mainly teach the subject knowledge of preschool education major. These knowledge include pre-school education and teaching knowledge about the connotation, characteristics, laws and principles of pre-school education. Secondly, the medium-term development stage is also the stage of teachers' self-development and improvement. At this stage, teachers often put teaching in a secondary position in order to achieve their career development goals. Teachers are required to attach importance to expanding professional knowledge and skills and professional vision while acquiring professional knowledge and professional ability, so as to accumulate energy and stamina for the sustainable development and growth of the profession.

2.2 Teacher Education Theory

Teacher education is a general term for teacher training and training. It is a continuous, developable and integrated educational process of pre-service training, on-the-job training and on-the-job research under the guidance of lifelong education and in accordance with different stages of teacher professional development. A large part of teachers' needs for self-realization are reflected in obtaining honorary titles and promotion of professional titles. The regulations on teachers' professional practice ability in the evaluation system of graded appointment and promotion of professional titles will help teachers to define the direction of achievement needs. Clear their professional position, that is, they are teachers to train future teachers, and their educational concept should focus on how to promote the development of prospective kindergarten teachers. The connotation of professional competence structure reflects the comprehensive, technical and applied characteristics of the professional competence of pre-school education in higher vocational colleges, and highlights the particularity of "one specialty and multiple abilities" of pre-school education in higher vocational colleges [5]. Therefore, teachers should become role models for pursuing real talents and learning, adhere to lifelong learning, and become people with profound knowledge, so as to better help students master scientific learning methods and improve their learning quality.

2.3 Effective Teaching Theory

Effective teaching means that teachers follow the objective laws of teaching activities, with as little time, energy and material resources as possible, to achieve teaching objectives and students' personality cultivation and all-round development, and to achieve as much teaching effect as possible. In higher vocational colleges, the evaluation system is mainly embodied in the grading appointment method of teachers and the provisions for promotion of professional titles, including the identification methods of scientific research workload and teaching workload. Energization should be quantified as much as possible and should not be vague, general or uncertain. Just like giving a certain score to a published paper or a finished scientific research topic, it should also be based on the degree of difficulty in obtaining or realizing teachers' professional practice ability. To achieve effective teaching, we must employ effective teachers. Effective teachers refer to teachers with full teaching enthusiasm and good teaching methods. Therefore, teachers and educators should be familiar with the characteristics and laws of children's physical and mental development, form a positive and correct concept of early childhood education, and integrate this concept of early childhood education into the teaching work of preschool education major.

3. Professional Quality Structure of Preschool Education Teachers

3.1 Concept Quality Structure

Teachers' educational concept is the judgment of some theories, viewpoints and opinions about teaching and learning phenomena formed by teachers in education and teaching, especially their own teaching ability and subjective understanding of the students they teach. The educational values of loving preschool education refer to the professional identification of preschool education,

and are the embodiment of professional ethics, professional ideals and professionalism in preschool education. The ability to design and implement kindergarten education and teaching is mainly manifested in mastering the comprehensive education and teaching ability of “writing, speaking, teaching and evaluating” [6]. Write, that is, learn to design all kinds of kindergarten education activities and write lesson notes; Speaking, that is, learning to speak lessons and language expression; Teaching, that is, learning to implement teaching programs and guiding the development of educational activities; Evaluation means learning to evaluate educational and teaching activities. Teachers of pre-school education must have correct educational concepts, so as to enable the students to have good quality and be competent for future work. Can create an educational environment suitable for children's growth, study and play; Reasonable use of resources, providing and making suitable toys and learning materials for children, triggering and supporting children to actively participate in environmental creation activities. At the same time, it is clear that the primary task of higher vocational education is to train technical application teachers for social and economic construction. It is an education that takes ability training as the main line and employment as the orientation.

3.2 Knowledge Quality Structure

An excellent teacher should have rich knowledge of educational theories and grasp the correct educational laws. First of all, preschool education teachers must have a perfect theoretical knowledge system. Teachers should not only master the academic knowledge of preschool education, but also master the practical knowledge of preschool education teaching, especially the teaching knowledge of kindergarten teaching line [7]. Only when teachers have scientific theoretical knowledge and can form a complete content system, can students effectively master knowledge and cultivate high-quality applied teachers with solid theoretical knowledge of preschool education. If leaders attach great importance to the cultivation and promotion of teachers' professional practice ability, they will be inclined in school policies and systems, and teachers will naturally consider the promotion of their professional practice ability as a top priority, so that many existing problems in teachers' professional practice ability can be solved. Kindergarten teachers should have good political and ideological quality, have necessary social, scientific and cultural knowledge, have solid teaching skills and educational theory literacy, have good physical quality and health habits, and at the same time must have lively and cheerful personality and good mentality. Grasp the academic knowledge and skill knowledge of higher vocational education, promote the integration of academic knowledge and skill knowledge, and through certain teaching strategies, help prospective preschool teachers to continuously learn theoretical knowledge and practical skill knowledge of preschool education, so as to transfer and add value to knowledge among prospective preschool teachers.

3.3 Ability and Quality Structure

Teaching ability in higher vocational education is a kind of ability that teachers of preschool education must possess. First of all, preschool education teachers should be familiar with the kindergarten work process and understand the development trend of preschool education theory. The ability of early childhood education specifically includes the organization and care of children's one-day life, the use and creation of kindergarten environment, the planning and implementation of kindergarten education activities, the support and guidance of children's play activities, the ability to evaluate children's development, and the ability to observe children. Preschool education majors should include scientific research methods in compulsory courses, which can improve students' teaching reflection ability. The cooperative learning mode emphasizes the internal interaction between teachers and students. The teacher-guided learning activities will use the positive factors of classroom teaching to integrate. Teachers and students, students and students work together for the already customized teaching objectives. This mode tends to teaching activities with relatively strong curriculum theory, and focuses on students' initiative and active participation [8]. In the teaching of various courses, we should not only carry out our duties, but also cooperate with each other and learn from each other. At the same time, we should also pay attention to the organic infiltration and

integrated application of various course contents. Secondly, pre-school education teachers should make curriculum according to their own experience and the actual teaching situation in kindergartens. Because the work of preschool teachers is characterized by strong practicality, preschool education teachers should pay attention to the combination of theory and practice in the teaching process and increase the setting of applied practical courses.

4. The Path of Optimizing the Professional Quality Structure of Preschool Education Teachers

4.1 Teaching Reflection

Teachers of pre-school education should combine the theory of others with the theory of self when reflecting on teaching. Preschool education teachers should learn the teaching theories of education experts, absorb the essence of them, and combine their teaching experience to form a set of their own and complete teaching theories to improve their professional quality. Make full use of the two positions of higher vocational colleges and kindergarten training bases to form different time and space online and offline, and give different forms and contents of professional practice ability training to teachers who undertake professional education and teaching tasks of pre-school education at different professional growth stages such as novice stage, competent stage, skilled stage and expert stage. Grasp the latest theory and development trend in the field of preschool education, and through temporary job training, short-term training, summer practice and other forms of observation, learning and teaching in kindergartens, fully grasp the first-line teaching ability, and reserve case materials for higher vocational teaching. The combination of reflection and innovation. Preschool education teachers need to constantly reflect on their daily teaching work, classify and summarize the problems in teaching, and improve teaching methods in a timely manner. At the same time, the experimental teaching training is carried out in combination with the one-day educational probation activities every semester, so as to help students experience and accumulate kindergarten education practical skills and effectively improve their professional abilities.

4.2 Teacher Education

First of all, the professional growth of teachers cannot be separated from the soil of the school. The teaching quality of the school cannot be separated from the overall quality of teachers. Promoting the professional growth of teachers is crucial to the development of the school. Preschool education teachers in higher vocational colleges provide guidance on educational psychology, scientific research and subject curriculum theory for kindergarten teachers. Kindergarten teachers provide more kindergarten teaching, psychological problems and other cases for preschool education teachers in higher vocational colleges as well as difficulties and puzzles in education and teaching. The education target of teacher educators is a group of prospective teachers who are about to enter the post of kindergarten teachers. Teaching knowledge and skills will be the focus of future work. Let pre-school education teachers go to kindergartens for temporary training, so as to really integrate teachers into all kinds of teaching practice and scientific research activities in kindergartens and improve teachers' practical ability. The focus of the bottom-up cooperative learning mode is the active cooperation between students and students. Students communicate knowledge points with each other, discuss teaching objectives with teachers, and communicate intentionally among team members to achieve teaching objectives from all aspects [9]. For pre-school education majors that emphasize skills, providing real kindergarten case teaching is an effective way to promote the professional growth of prospective pre-school teachers.

Secondly, establish and improve the incentive mechanism. For pre-school education majors, it is necessary to establish relevant regulations and incentives so that teachers have motivation and opportunities to enrich and improve themselves. For example, in the teaching of the course "Design and Implementation of Kindergarten Educational Activities", the skills of story-telling, reading aloud, singing, dancing, playing piano, painting and situational performance can be used to penetrate into the learning of kindergarten activity design projects in the five major fields. Teacher

educators should improve the ability of curriculum design in higher vocational colleges, make full use of various effective curriculum resources, and combine their own preschool education experience, academic research, social needs and the characteristics of prospective preschool teachers to create curriculum. It is necessary to master the contents of routine nursery education in kindergartens and learn to organize children's daily life. Understand the significance of games in children's life and learn how to organize children's games. The main focus of cooperative learning mode is students' autonomous and automatic learning attitude, focusing on training students' practical operation ability and cooperative consciousness with peers.

Finally, strengthen the construction of “double-qualified” teachers. For higher vocational colleges, the construction of a “double-qualified” and high-quality teaching team is an effective guarantee to cultivate students' strong practical ability. Such as inquiry-oriented activities, and put forward questions that cause thinking. After asking the questions, the prospective preschool teachers should be allowed time to think and analyze and expand the questions so that the questions can be related to relevant tasks. Innovative design of extracurricular practical activities, thus combining with the objectives of professional practical courses and art courses, and strengthening professional teaching skills and art skills through extracurricular practical activities training. In the process of training preschool teachers' abilities, we can stress the training of preschool teachers' practical ability, evaluation ability and innovation ability through curriculum reform, teaching reform and other measures, on the basis of strengthening preschool teachers' nursing and education ability. In the process of school-enterprise cooperation, cooperative kindergartens need to provide practice places for schools, and teachers go to kindergartens for skills practice, survey of education, etc. In this way, pre-school education teachers can carry out professional curriculum construction according to the work of preschool education, which is helpful to improve the teaching level.

5. Conclusion

To sum up, the professional quality of preschool education teachers and educators has formed a dynamic development structure from four aspects: concept, knowledge, ability and character. They are interrelated and influence each other, and develop dynamically with the progress of society and the continuous deepening of theoretical research on preschool education. Students fully display themselves in the cooperative learning situation and experience the happiness of autonomous learning in their own tasks assigned by the group. Cooperative learning is a teaching mode in which students learn together and cooperate with each other in groups in order to achieve common learning goals. According to the requirements of the training objectives of pre-school teachers in higher vocational colleges, the connotation and characteristics of the professional ability structure of pre-school education in higher vocational colleges should be clarified, the training approaches of pre-school education in higher vocational colleges should be explored, and a scientific evaluation system should be constructed. Only in this way can the training effectiveness of pre-school teachers in higher vocational colleges be improved, and professional teachers suitable for the development of pre-school education in China be trained.

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