

# **Cultivation of High-quality Preschool Teachers and Professional Development of Teachers**

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**Abstract:** Young children are in the critical stage of understanding the world, understanding the world and accepting the world. The cultivation of high-quality preschool teachers and the professional development of teachers can enhance the adaptability of the preschool education. With the deepening of education reform, the cultivation of high-quality preschool teachers and the professional development of teachers become an inevitable requirement, preschool teachers should become the bridge and link between education and early childhood development, and promote the improvement of the quality of preschool education in China.

## **1. Introduction**

The development of early childhood education process can not be separated from the comprehensive understanding of young children, so the quality and professional ability of preschool teachers become the key to improve the level of modern early childhood education. There are also new requirements for the training of early childhood education talents. Only by strengthening the modern education and teaching ability of the early childhood education team and improving the practice and innovation level of preschool teachers can we ensure the healthy development of early childhood education.

## **2. Analysis of the Characteristics of Early Childhood Education**

### **2.1. Personalization of the Process of Early Childhood Education**

In the process of early childhood education, every child's nature and uniqueness should be protected, so that children can give full play to their own potential and improve the kinetic energy of early childhood development. There are great differences between modern early childhood education and traditional early childhood education, traditional early childhood education restricts the development of children's personality, and often restricts the behavior and thought of children through strict education, which is contrary to the people-oriented concept of modern early childhood education. Modern early childhood education has made new progress, the primary responsibility of early childhood education is to promote the full development of each child's rich personality through the positive guidance of preschool teachers[1]. Because of the differences in the environment, heredity, character and educational conditions of young children, it is inevitable that the individual uniqueness of young children will appear, and it is necessary for early childhood education to realize that this difference is normal. When carrying out early childhood education, preschool teachers should treat every child fairly, respect the uniqueness of young children, actively carry out individualized early childhood education, so that each child can have a fair and effective development opportunity and protect the vivid, lively and active development of young children.

### **2.2. Diversity of Early Childhood Education Curricula**

With the continuous progress of society and the continuous improvement of the degree of attention to early childhood education, early childhood education in our country also presents a remarkable diversified development characteristics. In the traditional early childhood education, the

knowledge system is divided mainly by the classroom teaching content, but in the diversified early childhood education curriculum reform, the early childhood education content has also undergone the new change, on the basis of the traditional early childhood single sex education curriculum, appeared the social practice curriculum, the game participation curriculum, the ability training curriculum and so on many kinds of curriculum types, has carried on the effective supplement for the modern early childhood education. With the deepening of education reform, the diversified development of early childhood education will become a major trend, but also put forward higher requirements for modern early childhood education. In the process of diversified development of early childhood education curriculum, preschool teachers should change their educational concepts in time, actively absorb and learn modern educational theories and skills, start from the actual situation of early childhood development, deeply understand and understand the essence of early childhood education curriculum, and ensure that early childhood curriculum is in line with the physical and mental development of young children. Preschool teachers should also strive to improve their own comprehensive literacy, pay attention to the combination of concept learning and teaching practice, actively sum up educational experience, and form scientific methods of early childhood education.



Figure 1 Diversified early childhood education curriculum

### 2.3. Diversity of Early Childhood Education Institutions

China has a vast territory and a large population, so it is difficult to meet the actual needs of early childhood education by relying solely on government forces to carry out early childhood education. Under this kind of early childhood education development background, the early childhood education institution presents the diversification development characteristic. In the diversification of early childhood education institutions, due to the unbalanced development of regional economy, education level and education, there are also differences in the quality of early childhood education, but we can not deny the value and advantages of the diversification of early childhood education institutions because of these differences[2]. The diversified early childhood education institutions have formed a powerful supplement to the whole early childhood education system in our country. Through the openness and autonomy of the early childhood education institutions, the early childhood education has a broad development space. In the diversified development of the early childhood education institutions, the government should improve the government's management and guidance ability, reduce and eliminate the quality differences, and retain the differences in the form, system and characteristics of the early childhood education institutions.



Figure 2 Diversity of early childhood education institutions

### **3. The Cultivation of High-Quality Preschool Teachers**

#### **3.1. Training the Practical Ability of Preschool Teachers**

The practical ability of preschool teachers is related to the concept of early childhood education and the effect of curriculum implementation. The practical ability of preschool teachers is a broad concept, which includes not only the effective transfer of knowledge by preschool teachers in teaching, but also the ability to communicate with parents, to master children's psychology and emotion, to learn advanced educational means such as information technology, and to make full use of social resources, etc. In the process of cultivating preschool teachers, it is necessary to enable them to have close contact with the relevant factors of early childhood education, so that preschool teachers can truly integrate into the environment of early childhood education[3]. For example, modern educational technology is an important medium for the development of early childhood education. In the training of high-quality teachers, it is necessary to give preschool teachers comprehensive and standardized technical learning and training opportunities.

#### **3.2. Cultivation of the Physical and Mental Quality of Preschool Teachers**

Early childhood education is a cause that needs great patience and love. In the process of training preschool teachers, we should pay attention to the cultivation of physical and mental quality of preschool teachers, and improve their understanding and enthusiasm for the cause of preschool education. The cultivation of preschool teachers' physical and mental quality, including the cultivation of preschool teachers' physical quality, ensures that preschool teachers can have enough physical strength and energy to complete the task of early childhood education. Because the behavior and thought of children are different from adults, crying, agitation and inattention are easy to appear in the process of education, which affects the teaching process of young children. If there is no good self-control ability, there will be emotional fluctuation in the tedious work of preschool teachers, which will affect the normal order of early childhood education[4]. The cultivation of physical and mental quality of preschool teachers also includes the cultivation of strong character and will. Because of the great pressure of modern early childhood education, the mental health of preschool teachers has become one of the main factors to improve the quality of education, which requires the establishment of a relaxed and harmonious atmosphere for teachers in early childhood education, and through effective mental health education to help preschool teachers relieve the pressure of work and improve the physical and mental quality of preschool teachers.

#### **3.3. Cultivation of Early Childhood Teachers' Cultural Knowledge**

The level of preschool teachers' cultural knowledge is directly related to the implementation of early childhood education, whether the curriculum content can be actively and effectively passed to young children. The cultivation of preschool teachers' cultural knowledge is the most basic requirement to carry out early childhood education. According to the characteristics of early childhood education culture knowledge, cultural knowledge can be divided into basic education knowledge, professional skills knowledge and so on. According to statistics, when preschool

teachers carry out teaching, the application of different cultural knowledge is balanced, which also represents the comprehensive development of modern early childhood education. However, we also found that in early childhood education, in addition to cultural knowledge, young children's mental health, social adaptability and development ability education is not sufficient, resulting in early childhood education more emphasis on theoretical knowledge teaching, can not fully meet the needs of the development of modern early childhood education. While cultivating the cultural knowledge of preschool teachers, it is necessary to improve the balance of theory, skills and practice to enhance the ability of young children to develop education.



Figure 3 Training of teachers' cultural knowledge

#### **4. The Professional Development of Preschool Teachers**

##### **4.1. Establishing Diversified Educational Objectives**

The professional development of preschool teachers can not be separated from scientific and rigorous goal guidance. In the training and education of high-quality preschool teachers, we should set the goal of diversification and provide more learning and practical opportunities for preschool teachers. In the process of promoting the cause of early childhood education, the training of preschool teachers needs to find the correct professional training goal, make the whole training system of preschool teachers more perfect, the goal is more distinct, based on the premise of the development of early childhood education, guide the direction of preschool education specialty. The training goal of preschool teachers should fully reflect the diversified content of skill application and literacy education, and take the professional ideal, educational concept, educational ability, basic knowledge and physical and mental quality of preschool teachers as the specific goal and content of specialized education, so that the vocational education of young children can train more professional talents of early childhood education service for the society.

##### **4.2. Building a Reasonable Educational Curriculum**

It is also necessary to build a reasonable educational curriculum structure in the professional development of early childhood education to ensure that preschool education can meet the needs of social preschool education development in the professional curriculum. Early childhood education is a practical major, under the traditional preschool education professional curriculum system, we should increase the proportion of practical classes, so that the students of preschool education can contact the actual early childhood teaching during the study period, so as to improve the students' practical operation ability. In addition to the design of compulsory courses for preschool education majors, it is also possible to expand the vision and ability of preschool education students through elective courses, and students can choose courses according to their own needs and interests to make the curriculum structure of preschool education major more flexible.

#### **5. Conclusion**

With the vigorous development of early childhood education, more and more institutions and

individuals will participate in early childhood education, which will inevitably increase the gap of early childhood education talents. The cultivation of high-quality preschool teachers and the professional development of teachers have become the key points in the field of national education. In the education of preschool education specialty, we should strengthen the cultivation of practical ability, physical and mental quality and cultural knowledge of preschool teachers, and realize the reform and innovation of early childhood education.

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3) Scientific research project of Shaanxi Provincial Department of education "Research on development strategy of preschool education in rural areas of Shaanxi Province from the perspective of educational equity" (14JK1782).

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