

Research on the Improvement of Talent Training Program for Pre-School Education Majors in Higher Vocational Colleges

Dong LI

Suzhou Vocational University, Suzhou 215104, China

Email: lidongtjnu@163.com

Keywords: Higher vocational colleges, Preschool education, Talent training program

Abstract: Preschool education is constantly facing new opportunities and challenges in the process of development. In order to strengthen the construction of preschool education, improve the quality of preschool education and talent training in higher vocational colleges, strengthen the professional quality of students for better future Competent in kindergarten management, nursery and other related work, it is especially necessary to conduct phased investigation and revision of the preschool education professional talent training program.

1. Introduction

Under the background of the Chinese government's vigorous development of preschool education, thanks to economic development and social progress, my country's preschool education has reaped huge development dividends. In recent years, due to the rapid expansion of pre-school education majors in vocational colleges across the country, a series of issues regarding the quality of talent training have also been brought about. In order to fully grasp the applicability of the pre-school education professional talent training program, the researchers conducted investigations on school students and graduate students in terms of emotional attitude, basic abilities and professional abilities, and professional literacy development, and proposed based on the survey results.

2. Survey of Current Students

As the society's demand for pre-school education professionals continues to increase, and job salaries continue to increase, the number of pre-school education students in various schools who plan to enter the pre-school education industry after graduation is increasing. While preschool education graduates face more job opportunities, society also places higher requirements and expectations on the professional abilities of preschool education professionals. However, in the actual talent training process, there are always some deficiencies or imbalances in the acquisition of professional abilities of students. Researchers have investigated the professional abilities of the students in the form of self-evaluation questionnaires. Researchers understand that students have a

relatively good grasp of general knowledge, but neglect extensive knowledge. Only a small number of students can take into account knowledge in other fields, while nearly 33% of students rarely read related professional courses and other books. In the self-assessment of communication skills, only 30% of students think they can express themselves and communicate effectively. Most students say they can communicate well, but sometimes due to timidity, the communication fails to achieve the expected results; even more than 20% Students think that they do not have good communication skills. In terms of making teaching aids and courseware, the vast majority of students said they were able to complete it successfully, but some students said they needed the help of others to complete it.

Kindergarten teachers' education of children is love education. Only when they truly love children can they truly understand and respect children, create a harmonious, relaxed, and loving educational environment to help children grow. In the survey, the researchers used questionnaires to investigate the attitudes of some students towards young children. 51% of students have a positive attitude towards young children, but 3% of students have a negative attitude towards young children. In recent years, there have been negative incidents such as child abuse in the preschool education industry from time to time, which has brought a lasting impact and a heavy blow to the preschool education industry. The reason is that it is precisely because of the negative attitudes of individual practitioners towards young children that they ignore ethics and laws and vent their bad emotions to young children. Although only a few students in the school have negative attitudes towards children in the survey, they should also attract the attention of teachers. The cultivation of students' positive attitudes towards young children should be continuous and integrated in multiple courses. It is also the primary criterion for identifying whether a student can become a preschool teacher.

In terms of educational activity design ability, researchers evaluate students from three aspects: activity goal design, activity material selection and environment creation. Researchers have found that students generally focus on children's hobbies when designing educational activities during apprenticeships and internships. Taking children's interests as the entry point can effectively attract children's attention and carry out learning activities in an orderly manner. However, there is little attention to the development level and individual differences of young children. Taking into account the differences in the individual development level of young children, the number of students only accounts for 28% of the total number. In the choice of playing teaching aids, finished teaching aids and pictures and wall charts are commonly used, and the efficiency of using self-made teaching aids is not high. In terms of environmental creation, 53% of students pay attention to environmental aesthetics and 35% of students pay attention to environmental education. The number of people who can combine the two is relatively small, accounting for 12% of the total. Educational activity design is the basic professional ability of kindergarten teachers. When revising the training plan, the key argument should be made on how to improve students' educational activity design and execution ability.

3. Survey of Graduates

Researchers conducted questionnaire surveys and interviews with graduates from the aspects of preschool teachers' satisfaction with the curriculum of preschool education, the degree of adaptation to the curriculum and kindergarten work, and the effects of preschool teachers' professional development. Among the 40 graduates, 2 were "very satisfied" with the curriculum, 24 were "relatively satisfied" with the curriculum, accounting for 60% of the total; 14 were "not satisfied" with the curriculum, Accounted for 35% of the total number; no one was completely dissatisfied with the curriculum. Among the 40 graduates, no one thinks that the curriculum is "very unsuitable" for kindergarten work; more than half of the graduates think that the adaptability of the curriculum

to kindergarten work is “fair”, accounting for 55% of the total number; 9 people think that “Relatively adaptable”, accounting for 22.5% of the total number of people, 4 people think “relatively unsuitable”, accounting for 10%, 5 people choose “very adapted”, accounting for 12.5% of the total number.

In terms of vocational education for kindergarten teachers in higher vocational colleges, this survey mainly focuses on the professionalism of education concept, kindergarten education knowledge and practice, cooperative communication and art. Most graduates believe that through learning, a positive outlook on children and education can be established; they can have positive emotional attitudes and professional knowledge that support the development of children. Due to their own reasons and problems in the training program, many graduates said that there are still insufficient cooperation and communication with parents and colleagues in their work, and their mastery of piano and dance skills is low.

4. Conclusion

Based on the above research results, the researchers put forward two improvement suggestions as follows.

4.1 Modify the Name of the Course

The name of the course is the general expression of the characteristics of the course and one of the important indicators of the course reform. The difference in the name of the course affects the teaching objectives, teaching content, teaching methods and other elements. Standardizing and optimizing the name of the course, and giving play to its active role in guiding the course setting are key considerations when formulating a talent training plan. The survey found that some schools have broad curriculum names and scattered curriculum content. Take the “preschool education” course as an example. Not only is the name of the course partial to theory, but the content is also too much basic theory and not very practical. The Ministry of Education of China announced a rule called “Guiding Opinions on the Formulation and Implementation of Professional Talent Training Programs in Vocational Colleges”. In this document, it is pointed out that the professional names and codes of vocational colleges, curriculum setting and class hours, etc. The main part of the program should “focus on learning and applying, the unity of knowledge and action, and focus on cultivating students' innovative spirit and practical ability, and enhancing students' professional adaptability and sustainable development ability.”¹ Based on this, the name of the course can be changed to “Basic Theory and Teaching Practice of Preschool Education”. Under the guidance of the new course name, the basic theories of pre-school education are combined with the actual practice in kindergartens. The content of the course also increases the content of training students' practical ability, such as the ability to organize teaching activities, the ability to plan daily life, the ability to communicate and cooperate. Wait. In short, the name of the preschool education professional course should correctly guide the course setting, grasp the course content, “keep up with the social weather vane” and “keenly capture the new growth point and employment point of preschool education that the development of social, political, economic and cultural”,² closely integrate professional curriculum learning with social needs and educational practice.

4.2 Strengthen the Training of Students' Professional Ability

Many students in vocational colleges have not received professional art training before entering the school. In the survey, students generally think that they are inadequate in art education, and pointed out that most art teachers come from other colleges, and there are fewer class schedules.

Therefore, pre-secondary education majors in vocational colleges should increase the amount of class hours in art fields such as vocal music, piano and dance, so that students have more time and opportunities to learn and consolidate. In addition, each school's pre-school education major should actively introduce professional teachers in the field of art, dedicated full-time personnel, improve the teaching level of vocational ability courses, cultivate future kindergarten teachers with appreciation standards and strong professional abilities, and ultimately transform them into the all-round development of children.

With the coordination of China's central government and local governments, China's pre-school education is constantly facing new development opportunities, and pre-school education professionals are also facing more opportunities and challenges. For higher vocational colleges, they should seize the opportunity to strengthen professional construction, continue to conduct periodic social research, receive cutting-edge concepts in the field of vocational education, and continuously improve the adaptability of professional talent training programs through reflection and revision of talent training programs And pertinence, cultivate excellent kindergarten teachers.

References

- [1] Ministry of Education of China. *Guiding opinions on the formulation and implementation of professional talent training programs in vocational colleges* [EB/OL]. (2019-06-05)[2019-12-21]http://www.moe.gov.cn/srcsite/A07/moe_953/201906/t20190618_386287.html.
- [2] Huo Qiaolian. *Considerations on Curriculum Construction of Preschool Education Specialty in Colleges and Universities Based on Professional Ability Training* [J].*Education and Vocation*, 2013 (18):103-105.