

Improving the Vocational "Competence" of Students majoring in Preschool Education under the Mode of School-Enterprise "Dual Subject" Education

Jingjing Sun*

Shandong Vocational College of Industry, Zibo 256414, Shandong, China

sunjingjing32449@163.com

**corresponding author*

Keywords: School Enterprise Dual Subject, Preschool Education, Professional Competence

Abstract: Since 2010, the state has continuously issued various policies to encourage and support the development of preschool education. Several opinions of the State Council on the current development of preschool education put forward that we should develop and support inclusive private kindergartens, and all parts of the country are also actively responding to the construction of inclusive preschool education public service system. The education mode of colleges and universities is of great significance for the cultivation and transmission of professional talents. Based on the improvement of pre-school education students' professional competence, this paper discusses the connotation of school enterprise "double subject" education mode, the significance of school enterprise "double subject" education mode for improving pre-school education students' professional competence, and the improvement path of pre-school education students' professional competence under this mode.

1. Introduction

According to relevant surveys, in 2021, there were 294800 kindergartens nationwide, with 48.0521 million children in kindergartens, including 42.182 million children in inclusive kindergartens, and the coverage rate of inclusive kindergartens reached 87.78%. With the introduction of relevant national policies and the change of Fertility Policies, it is particularly important to build a professional team of preschool education teachers. For colleges and universities, cultivating high-quality preschool education graduates to make them competent for this profession is an important measure to ensure the quality of kindergarten teachers.

The word "competency" originated from the United States and was put forward by David McClelland, a professor of Harvard University, in 1973. In his article "Measuring Competency rather than Intelligence", he proposed that the measurement of competency should replace the

traditional intelligence test. "Vocational competence of students majoring in preschool Education" refers to the professional knowledge, skills and values that graduates majoring in preschool education possess to successfully organize kindergarten life activities, game activities and teaching activities after they step into their jobs. The distinction between teachers with excellent performance and teachers with average performance is mainly discussed from three dimensions: post practice ability, self-cognition ability and motivation.

2. The Connotation Analysis of School-Enterprise "Double Main Body" Education Mode

The development of preschool education cannot be separated from the support of all sectors of society. For higher vocational colleges, it is their bounden responsibility to cultivate adaptable, compound and application-oriented talents in line with the development needs of the industry. For students majoring in preschool education, only during the school accumulated a solid theoretical basis and excellent professional skills, to be able to take the lead in the job market, to be truly competent for the job of preschool education, realize the value of life, promote the development of social education. For colleges and universities, theoretical learning is easy to achieve, but professional skills are relatively weak. Students need to really go into the front line of kindergarten and study and practice in the real educational situation, so as to deepen their cognition of preschool education and truly promote the improvement of their professional skills.

The school-enterprise "double subject" education mode refers to the deep cooperation between schools and enterprises. In professional teaching, enterprises and schools are both the subjects of education, and enterprises and schools are put on the same position to make joint efforts to cultivate practical and high-quality talents for employers. In this mode, the teaching subject, link, a breakthrough in such aspects as content, form, and pay more attention to the quality of professional personnel training, schools and enterprises realize resources sharing, information exchange, so that the students during the period of school learning to realize double promotion of theory and practice, truly realize the talents training and social and market demand of the market, promote the development of preschool education.

In the school-enterprise "double subject" education mode, the teaching subjects are schools and enterprises (employers); In addition to the theoretical study during the school period, there are four stages of university-enterprise communication practice, which are campus practice, enterprise internship, enterprise internship and on-the-job internship. The teaching content is no longer confined to the textbook, but "tailored" according to the interests and needs of students, focusing on the integration of disciplines, problem-solved-oriented, project curriculum; The teaching form breaks the traditional teaching form, creates the "enterprise classroom", sets the corresponding curriculum, the kindergarten front-line teachers organize the teaching, in the front-line environment of the post, immersive while watching, learning, doing, to achieve the integration of teaching, learning and doing. At the same time, the school and enterprise jointly build the "double tutor" guidance system, the theory tutor and the enterprise practice tutor jointly conduct the "two to one" guidance teaching for students, and make precise policies for students' development.

3. The Interpretation of the Significance of School-Enterprise "Dual-Subject" Education Mode for Improving the Professional Competence of Preschool Education Students

Preschool education is a special major. For preschool teachers, they shoulder the important mission of irrigation new forces for the motherland. Therefore, the professionalism and competency

of students will be directly related to the development of preschool education in China. The improvement of vocational competence of students by the dual-subject education mode of school and enterprise can be embodied in three aspects: stimulating and improving students' practical ability, enhancing students' self-cognition ability and stimulating students' good career motivation.

3.1 The School-Enterprise "Dual Subject" Education Mode Can Improve Students' Practical Ability

Post practice ability mainly refers to the professional knowledge and skills that pre-school education students have after graduation, including kindergarten education knowledge, conservation knowledge and general knowledge, and the basic ability to organize life activities, games, teaching activities and so on. Strong post practice ability helps students to successfully complete the kindergarten education and teaching work, quickly adapt to the job content.

In the "double main body" teaching mode and students during the period of school and received double training school and unit of choose and employ persons, in school learning theory knowledge, and participate in the training practice, on the basis of a line into the pre-school education work practice, practice, field work, in the real situation in the side see, learn and do. In the real situation of work and study, can learn the theory and practice of organic combination. Under the guidance of corporate practice tutors, students can feel the front-line work flow of preschool education, learn the work methods of experienced seniors, get more opportunities to practice, and realize the integration of teaching, learning and doing. At the same time, in the study of project-based courses, students can really think and research with practical problems, realize the mutual connection of subject knowledge and organic integration with practice in the process of problem solving, and truly improve their own practical ability of the post.

3.2 The School-Enterprise "Dual Subject" Education Mode can Enhance Students' Self-Cognition Ability

Self-cognition ability refers to students' ability to know and understand themselves, including self-observation and evaluation. Self-observation mainly refers to students' self-awareness, including perception, thinking, willingness and other aspects. Self-evaluation refers to students' own evaluation and judgment, including their own character, image, expectations and other aspects. Students' self-cognition ability is related to the internal motivation of their professional development. Good self-cognition ability enables students to fully understand themselves, know their own characteristics, expertise and shortcomings, and make reasonable plans for their professional development on the basis of fully understanding their own characteristics. At the same time, the internal motivation of students can be fully stimulated, and the awareness of active learning can be enhanced. Through positive reflection, experience accumulation, self-monitoring and other ways, students can constantly make up for their own shortcomings, constantly improve themselves, and promote their professional development.

Under the school-enterprise "dual-subject" education mode, students deepen their understanding of front-line work in kindergarten and have a deeper understanding of their practical ability and career planning through progressive practice. During my first visit to a kindergarten, a student said, "What I felt most was that I could not communicate with my children. When a child throws a question, it is difficult for me to catch it accurately, which is the biggest gap between me and kindergarten teachers." In the front-line practice, students can accurately find their own

shortcomings and the gap between them and the job needs, take the initiative to learn and improve themselves, and find the direction of their efforts.

3.3 The School-Enterprise "Dual Subject" Education Mode Can Stimulate Students' Good Career Motivation

Career motivation mainly points to the level of values, mainly refers to students' own ideas and consciousness. Why to engage in the preschool education industry is related to students' own development and the level of preschool education is an important factor. Good career motivation can promote students' active learning and self-improvement, help students to maintain a lasting and stable psychological quality and state in the process of professional learning and future work, and improve students' career happiness.

Under the "dual-subject" education mode of school and enterprise, students can feel the daily work of front-line kindergarten more directly under the guidance of practical tutors, and the image of kindergarten teachers is no longer just from the imagination in their minds. In the real situation, students can truly feel the kindergarten culture and education concept, feel the teacher's education methods and concepts, feel children's daily life and other aspects of the content. After the internship, the student said: "In practice, I felt the kindergarten life beautiful, quiet and elegant environment, the kindergarten teacher's education idea and method, the children's independent living in the garden state all deeply touched me" "in the kindergarten, I could feel the kindergarten advanced education concept, for many years accumulation of culture, and teachers of self-discipline and centripetal force." Under the good school-enterprise education mode, students can personally feel the happiness of the culture and career of the kindergarten, which can stimulate students' good career motivation and make the students of preschool education major love the position of preschool teacher more.

4. Exploring the Path to Improve the Vocational Competence of Preschool Education Students under the School-Enterprise "Dual-Subject" Education Mode

School-enterprise "dual subject" education mode is of great significance to the improvement of vocational competence of students majoring in preschool education. Therefore, in the process of school-enterprise cooperation, colleges and universities should dare to break traditional education and teaching methods, reshape talent training programs and professional curriculum system, and make breakthroughs and innovations in teaching links, teaching content and teaching forms, so as to comprehensively improve the vocational competence of students majoring in preschool education. Specific from the following aspects to grasp the relevant strategies to enhance students' professional competence.

4.1 Reshape the Professional Curriculum System and Create a Teaching Mode of "Internal and External Linkage and Two-Way Communication"

The reform of teaching mode is directly related to the way and effectiveness of school-enterprise cooperation and directly affects the teaching methods and students' learning effect. The construction and implementation of the curriculum system is also related to the implementation of the teaching model. The teaching mode of "internal and external linkage, two-way communication" can make the organic combination of school teaching and enterprise practice, through the three years of

students' professional learning, to achieve the unification of theory and practice, learning and practice win-win.

In the school-enterprise "dual subjects" education mode, schools and enterprises are both the subjects of education, and the teaching links are not limited to the theoretical learning and professional skills practice in school, but to carry out in-depth cooperation with enterprises to support students to conduct internships, internships and on-the-job internships in enterprises. In the first five semesters, in addition to theoretical courses, students will learn professional skills such as vocal music, piano, dance and environment creation. From the second semester, students will go to the kindergarten for nursery practice and education practice, and have initial contact with the front-line nursery education work under the guidance of the internship instructor. In the sixth semester, students will go to the kindergarten for internship. According to the arrangement of the kindergarten, under the guidance of the practical tutor, they will gradually carry out the kindergarten education work independently. At the same time, "enterprise classroom" is set up in kindergartens, and corresponding courses are set up, such as kindergarten environment creation, preschool children observation and evaluation, etc., which are organized and taught by front-line teachers in kindergartens. In the front-line environment of the post, students can learn, see and do while they are there, which truly realizes the integration of teaching, learning and doing and comprehensively improves their practical ability of the post. Students will deepen their understanding of front-line teaching work in the real situation, and combine the theoretical knowledge learned in school with job practice to truly improve their job cognition and practice ability.

4.2 Integrate Professional Teaching Content and Carry Out "Targeted Teaching" Based on Problem Solving

The choice of teaching content is an important factor related to the professional development of students, and it is also the key to whether the teaching mode and teaching plan can be implemented. In order to better improve students' professional competence and implement precise policies for students' professional development, it is even more necessary to choose appropriate and targeted teaching content. Therefore, the teaching content should be able to adapt to the individual development of students on the basis of considering the average level of students.

Gardner's theory of multiple intelligences proposes seven human intelligence theories, each of which has its own unique superior intelligence, and chooses the "targeted" teaching content based on problem solving, so that the teaching content can improve the professional foundation of students. At the same time of knowledge and basic skills, it promotes the individualized development of students, better exerts each student's strengths, and enhances each student's superior intelligence. The teaching content is no longer restricted to textbooks, but is "tailor-made" according to students' interests and needs, focusing on the integration between disciplines, problem-solving-oriented, and carrying out project-based courses. In this problem-solving-based learning process, students can improve their own learning and inquiry ability, improve their learning initiative, discover problems, integrate resources, communicate and cooperate in the active learning process, so as to cultivate good study habits and skills. Self-learning ability, develop the awareness of lifelong learning, so as to improve students' professional competence.

4.3 Establish the Guidance Mode of "Dual Tutors" And Implement the "Two-To-One" Precision Training Program

The teacher's guidance mode directly affects the students' absorption and mastery of professional content, and is related to the teaching effect. The traditional teaching organization mainly adopts the class teaching system, and the teaching method is mainly teaching. This teaching method is often a teacher facing dozens or even hundreds of students. Facing so many students, it is difficult for teachers to take care of each student. It is difficult for students to develop their interests and creativity, and it is difficult for teachers to give targeted guidance. Therefore, the innovation and reform of the teacher guidance model is related to the interests and needs of each student and the development of professional personalization.

Therefore, it is necessary to focus on the establishment of a "dual tutor" guidance model. According to the interests and needs of students, students are equipped with theoretical tutors in school and practical tutors in kindergartens. Internships and post-internships can all get targeted teaching and guidance. Teachers can also pay attention to the interests and needs of students' development, gain a deeper understanding of students, discover students' specialties and intellectual advantages, base on students' specialties, guide students in accordance with their aptitude, and provide students with more targeted guidance and growth plans. In this "two-to-one" guidance and teaching process, precise strategies are implemented for the development of students and the improvement of final professional competence.

Acknowledgements

This article is one of the research results funded by the scientific research project of Shandong Vocational College of Technology, "Exploration of the joint training path of pre-school professional group "school-enterprise dual-element three-stage" (No.: 202007).

References

- [1] Mc Clelland., D.C. (1973). *Testing for competence rather than for intelligence*. *American Psychologist*.
- [2] Shu Zhihua.(2020)*Research on the integration of industry and education, school enterprise cooperation and innovative development of Higher Vocational preschool education specialty -- Taking Jiuquan vocational and Technical College as an example*.*Education and teaching forum*, 39, 356-357.
- [3] Feng Guorong.(2020)*Construction and exploration of school enterprise cooperation talent training mode for higher vocational preschool education specialty -- Taking Shaanxi Vocational and Technical College as an example*.*Vocational Education Forum*, 2, 138-142.
- [4] Chen Kaili.(2019)*Reform and practice of talent training mode of school enterprise deep cooperation and collaborative education -- Taking preschool education major of Zhanjiang Open University as an example* . *Journal of Changchun Institute of education*, 35, 69-71.
- [5] Zhang Han,.(2018)*fan cong yue Connotation and characteristics of talent training mode of "school enterprise cooperation and integration of industry and education" in preschool education specialty of Higher Vocational Colleges*. *Journal of Qiqihar Teachers College*,5, 23-2.