

A Study on the Implementation Path of Vocational Education Boosting Rural Early Childhood Education for Poverty Alleviation under the Background of Rural Revitalization——Shandong Vocational College of Industry as example

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Abstract: Rural education, as the key content of education in our country, is of great significance for educational and economic development. This paper analyzes the survey results of rural early childhood education problems existing in rural revitalization and development, relies on the infant care service and management, preschool education and other majors of Shandong Vocational College of Industry, and integrates the existing teaching and training conditions. We will explore how to jointly promote development of rural early childhood education, make up for the shortcomings of rural education, and provide a harmonious atmosphere for rural revitalization.

On March 8, 2018, when General Secretary Xi Jinping participated in the discussion of the Shandong delegation at the first session of the 13th National People's Congress, he put forward clear requirements for the implementation of the rural revitalization strategy. Targeted poverty alleviation is the guiding ideology of building a moderately prosperous society in an all-round way in 2020, and it is a major strategy to promote coordinated economic and social development implemented during the 13th Five-Year Plan, as well as an important livelihood project in the new journey of China's economic and social development. To implement the rural revitalization strategy, we must first revitalize rural education, and education should start from children. However, rural early childhood education has always been a weakness in rural revitalization and development. Children's mental health development and quality improvement have not received good attention. The weakness of education development is also the weakness of rural revitalization. Targeted poverty alleviation should take boosting rural early childhood education as an important content.

1. Preliminary Survey to Understand the Actual Situation and Determine the Implementation Path

The College is located at the junction of Zibo High-tech Zone and Huantai County. It is surrounded by Boshan and Yiyuan in the south, Gaoqing in the north, where there are many impoverished villages. Most of the rural revitalization examples in Zibo are concentrated in these areas. Through on-the-spot inspections, interviews and surveys, and questionnaires, it is found that rural preschool education in economically backward areas lacks support in terms of software and hardware.

(1) Family education cannot keep up. Most of the young and middle-aged labor force in the villages go to the big cities to work and are “incapable” of educating their children. The guardians of the children are mostly left-behind grandparents, who are often less educated and tend to spoil their children. Most of the grandparents only focus on “feeding” their children and cannot provide effective education.

(2) The quality of rural preschool teachers is generally low. Due to the relatively poor living and working conditions of rural kindergartens, their treatment is often lower than that of urban schools. Therefore, preschool teachers are generally aged, some of whom have not undergone formal learning and training, and their vocational skills are relatively low, teachers' educational concepts and educational skills are relatively backward. The healthy development of rural education is restrained by these factors.

(3) The educational facilities are not perfect. In recent years, governments at all levels have tried every means to increase investment in education, but compared with urban kindergartens, rural kindergarten facilities are relatively outdated. Accordion, electric piano, game sports equipment, multimedia teaching equipment are insufficient or incomplete, and some courses cannot be carried out normally due to the lack of teaching facilities.

With the investigation and research on the current situation of rural early childhood education, the College, based on existing resources and strength, under the background of building a model of rural revitalization in the province, is determined to establish a rural teacher training base, assist rural kindergartens in construction planning, and pay attention to rural children's physical and mental health, as the path of targeted poverty alleviation in education with mental health development as the key content.

2. Precise Positioning, Poverty Alleviation Through Education, and Rural Revitalization

In the context of Shandong's efforts to establish a model for rural revitalization, relying on the College's existing software and hardware for infant care services and management, pre-school education, visual communication design, etc., the College promotes the path of targeted poverty alleviation in education, and vigorously advocates the Internet in the country. Under the guidance of the innovative education model, in the post-pandemic era, using online and offline pre-school education to implement targeted poverty alleviation in rural areas, helps solve the predicament of rural children's care and education, improves the emotional education of pre-school children in their hometown, and liberates the main force for rural revitalization from worries, provides a harmonious development atmosphere for rural revitalization, jointly promotes the faster and better development of rural early childhood education, makes up for the shortcomings of rural education, and enhances the ability of rural areas to get rid of poverty and become rich in many aspects.

(1) Improve competence of rural early childhood education teachers

Go out. With the advantages of the College's teaching resources, teachers' training will be held

in the countryside. The first is to establish a training base for rural teachers. Rural teachers can go to the College in batches for centralized training, systematically and comprehensively learn educational theories, knowledge and skills, enrich knowledge reserves, and update educational concepts. We will focus on the needs of local preschool teachers, make full use of the College's high-quality educational resources and perfect training conditions to provide tailor-made training content and systems, provide targeted training for rural teachers' weak links, and accurately improve their professional quality and ability. Help grass-root principals and teachers to improve their professional quality and ability. The second is to use the winter and summer vacations to organize outstanding teachers and students in the College to form a "touring teaching team" to go deep into the countryside and participate in the education and teaching activities of rural children in real time. It is also possible to establish a parental care system in the form of pairings to provide family counseling, life assistance and psychological comfort for rural left-behind children, and to have a deeper understanding of the needs and shortcomings of rural early childhood education, making education assistance more targeted. This also promotes the school's professional construction, and it is also a rare "learning and useful" exercise opportunity for students. The third is to improve the education level of rural families through flexible and diverse methods. The first teachers of children are parents, and the family influence of children will accompany them for a lifetime. Therefore, we focus on helping rural people to change outdated family education ideas and assist them in scientifically educating children. Our education is an important part of poverty alleviation that cannot be ignored.

Invite in. Cultivate young rural teachers with the help of the College's professional resources. Encourage students from poverty-stricken areas to enter vocational colleges and cultivate high-quality preschool education talents with "four precisions". The first is "precision recruitment". Focus on key groups in poverty-stricken areas, attract students who are willing to study pre-school education, and ensure that children from poor families can enter our school to study related majors in early childhood education through high-level admissions, single admissions, and paired enrollment; the second is "precision funding". Screen the key objects in need, improve the six-in-one funding policy system of "award, aid, loan, attendance, subsidy, and exemption" for admitted students, and make full use of the country's student aid policies and funds to ensure their their studies; The third is "precision training". Promote teaching reform, targeted teaching, cultivate students with good professional ethics, teaching skills and literacy, and become talents who "understand the profession, be good at learning, and be self-reliant"; the fourth is "precision employment". Combined with the wishes of students, the precise connection between students and students for internships and employment can be realized, ensuring that preschool education talents can return to the source of students to feed back local education, and realize "one person is trained and one household is lifted out of poverty".

(2) "Online + Offline" to enrich rural early childhood education teaching resources

Offline assistance can take various forms such as regular training, special reports, demonstrative classes, teaching classes, typical case analysis, teacher interactive experience sharing, etc. to conduct face-to-face exchanges in poverty-stricken villages to discuss and share education and teaching experience, focusing on the management of rural preschool education institutions and development problems to provide feasible measures to solve the problem. Online consultation, discussion, teaching and other activities can be carried out through real-time interaction through Tencent Classroom and Ding Talk Classroom.

Given that both parties, namely the College and the rural kindergartens, have their respective schedules, it is impossible for all training and learning to be offline. In the context of educational

modernization and informatization, the College will also vigorously tap online resources. In recent years, the College has actively promoted the construction of smart campus, implemented the "Digital Resource Strengthening Plan", and has completed 47 high-quality online open courses, 16 provincial-level sharing courses, and 17 provincial-level adult higher education (continued Education) digital courses, 18 provincial-level community education courses, participated in the construction of 9 national-level professional teaching resource bank sub-courses, 2 provincial-level professional teaching resource bank sub-courses, and continuously deepened the normalization of online learning space and high-quality digital resources. Build applications, build multiple resource platforms that support online and offline mixed teaching, and create a new ecology of smart teaching, not only "Preschool Children's Game Design and Guidance", "Teacher Spoken Language", "Practical Educational Technology", "Bright Chinese Traditional Art" and other education majors. The courses also include public basic quality courses such as "College Chinese", "Vocational English", "Computer Fundamentals", and "Management Fundamentals". These rich information-based teaching resources can be opened to rural teachers.

Assist rural kindergartens in construction planning and real-time exploration of special courses with the theme of rural traditional culture. Relying on the preschool education major and art major of the College to help rural kindergartens in the environmental construction; create personalized kindergartens according to local aptitudes and integrating modern styles. For example, some villages are mushroom bases, and some villages are vegetable bases. The images of mushrooms and various vegetables can be incorporated into the house buildings, wall paintings, and various item designs of the park to form a series of themed life activities. Game activities, theme education activities, research and development of theme picture books, theme toys, creation of theme environments, etc. Infiltrate the local feelings in the teaching content of art, music, dance courses and games. From kindergarten, the ideological and political infiltration of the curriculum is integrated to cultivate children's feelings of home and country, and provide children with cognitive education on the rural revitalization strategy to increase children's awareness, belonging, pride, and responsibility of the hometown.

Teachers and students of the College are personally involved in the practice of early childhood education in the process of inviting in, going out, sending teachers and classes to the countryside, so that their knowledge can be tested, closer to the reality of education, and constantly update concept, obtain richer and more vivid teaching cases, enrich one's own teaching resources, and help rural children's teaching and education, develop characteristic courses, and truly feel the development and growth of the motherland, which is a vivid ideological and political course in itself. In the process of feeling, recording the growth and changes of rural kindergartens, the story characters of rural revitalization are disseminated and shared through various channels, so as to enhance the popularity of the village to some extent and serve the rural revitalization and development. Vocational education boosts rural early childhood education and serves the revitalization of rural areas, which is beneficial to the country and the people.

General Secretary Xi Jinping pointed out, "We must pay attention to learning science and technology, and use knowledge to support rural revitalization." Rural revitalization, talents first. Cultivating high-quality talents is inseparable from education. It has become a consensus that education starts from children. As the "most intensive" channel for cultivating knowledgeable and skilled workers, vocational education should provide skilled talents for promoting rural revitalization. Support, promote the improvement of the quality of rural talents, make due contributions to rural revitalization, and then provide strong support for the modernization of agriculture and rural areas.

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