

Exploration on the Connection Effectiveness between the Training of Preschool Education Professionals in Higher Vocational Colleges and Social Needs

Xin Sun

Shandong Vocational College of Industry, Shandong, China

Keywords: Higher Vocational Colleges, Preschool Education, Talent Training, Social Needs, Connection

Abstract: One of the goals of preschool education professionals is to respond to social needs, to provide families with rich and meaningful early education experience, and more possibilities for children's early development. The article believes that the training of preschool education professionals should be well and effectively connected with social needs, so as to improve students' knowledge and skills, and promote the continuous and professional growth of the training system. However, due to the continuous emergence of problems such as education quality, campus culture, and comprehensive evaluation in the current school training process, there is a rupture between talent training and social needs. Strengthening government guidance for preschool education majors in vocational colleges, improving faculty, and reforming the talent training evaluation system are effective ways to eliminate gaps and increase connectivity.

1. Introduction

The knowledge, skills, and practice of preschool educators are important factors in determining how much a child learns and how much he prepares for school. With the development of social economy, China has more urgent needs for such compound and high-quality talents. At present, the number of preschool education teachers is relatively insufficient, and the students majoring in preschool education in higher vocational colleges are eager to further improve their educational level. Therefore, the reform and development of vocational education has received more and more attention. As one of the key issues of higher vocational education at this stage, the connection between professional personnel training and social needs is an inevitable trend in the development of modern vocational education in my country.

The passage of the No Child Left Behind Act of 2001 in the United States and its supplement to early childhood education "start well, grow smart" gave global practitioners a sense of the importance of preschool education. Pre-school education talents must obtain professional qualifications and accept professional development, which is also the key to the quality of pre-school education professional training[1]. In January 2019, the State Council issued The National Vocational Education Reform Implementation Plan, which proposed 20 measures in seven aspects (hereinafter referred to as the "20 Measures"). Issues such as school-running orientation,

social connection, development and reform of higher vocational education point out the direction.

Under the above background framework, this paper intends to further explore the effective connection between talent training and social needs in higher vocational preschool education, and points out its significance, existing problems and improvement measures.

2. The Significance of the Effective Connection between the Training of Preschool Education Professionals and Social Needs

Generally speaking, the talent training of preschool education majors in higher vocational education focuses on improving the theoretical and practical experience of students who are engaged in or will be engaged in the education and care of preschool children and their families. In this context, the talent training activities of preschool education majors in higher vocational schools are almost all focused on adding various teaching programs, promoting the growth of students' basic professional knowledge, skill sets, attitude perspectives, and engaging in home visits, parent education, children's education, etc. for students. Childcare, preschool education, educational support services[2]. The ultimate and long-term goal of vocational preschool education is to promote children's acquisition of specific learning, social, and emotional skills through students' educational activities, and to promote important family attitudes or abilities that support children's learning and development. In other words, all preschool education majors in higher vocational education actually involve improving the learning of preschool children in the fields of cognition, communication, emotion and behavior[3-4], and these results are the result of talent training and social demand important measure.

The CPC Central Committee and the State Council put forward in the Several Opinions on Deepening the Reform and Standardizing Development of Preschool Education that by 2020, the gross enrollment rate of the three-year preschool in China should reach 85%, and a kindergarten teacher training system with primary and junior colleges as the main body should be basically formed. The number of graduates of undergraduate and junior college pre-education majors has reached more than 200,000. But in fact, the number of kindergarten teachers is still seriously insufficient, which poses new challenges to the development of preschool education and the training of kindergarten teachers. The State Education Commission's Kindergarten Work Regulations points out: "Kindergarten education is an important part of China's basic education, and it is also the basic stage of China's school education. [5]" As an important position for training preschool teachers, vocational colleges are responsible the important mission of outstanding preschool education talents.

In a more immediate sense, the pre-school education major is set up to achieve two main goals. First, this major will enhance the knowledge, skills, personality and practical ability of preschool education practitioners in educating children and supporting families. This goal involves the enhancement of practitioner knowledge, skills and personality [6-7]. The second goal is to form a cultural soil that promotes good continuation and development between preschool students and the needs of society [8-9].

3. Problems in the Connection between Talent Training and Social Needs in Preschool Education

The problems existing in the effective connection between talent training in preschool education and social needs, as well as the changes in this process and practice, come from the training system, training process, social needs and their interactions, as well as various relevant mediating and moderating factors. We should pay special attention to the "why exists" or "how to solve" the problems that affect improvement and hinder growth in the process of preschool education

professional development, rather than "what kind of" professional development affects preschool education professional talent training and social needs. The problem of effective connection has arisen, because most of the higher vocational majors focus on vocational education, rather than thinking that there are problems with "professional settings", it is better to directly solve these problems[10-11].

(1) The quality of talent training needs to be improved

Preschool education belongs to enlightenment education, which has a profound impact on the future growth and learning of preschool children. At present, the State Council and the education department attach great importance to preschool education in my country, which requires higher vocational colleges to improve the quality of preschool education professionals, cultivate more high-quality preschool education professionals for China with an all-round development of morality, intelligence, physique and beauty, and comprehensively promote early childhood education. According to market research and visits of graduates, graduates majoring in preschool education in higher vocational colleges have poor employment stability, weak learning motivation and sense of responsibility, insufficient professionalism and cooperation awareness, insufficient thinking activity, insufficient self-control, and general lack of hardship spirit. Therefore, all vocational colleges that offer preschool education majors must explore the problems and causes of talent training, and promote the optimization of talent training models.

(2) Education function of campus culture is insufficient

Under the traditional college-led campus culture construction model, campus culture education faces the dilemma of reduced student audience, reduced income, and fewer choices. The traditional campus culture construction has inherent contradictions between what it should be and what it is. It is mainly manifested in the following aspects: First, the understanding of culture and connotation development is not in place; second, the construction and development of schools are mainly focused on building construction and environmental beautification, and one-sided pursuit of "visual sensory impact"; The rules and regulations are not perfect; the fourth is the lack of humanistic education, insufficient cultural accumulation and so on. These series of problems have resulted in that the knowledge and insight of preschool education students are limited to a certain range, and they lack richer cultural attributes.

(3) The evaluation method of talent training is not perfect

In the evaluation of personnel training objectives, the method of vocational colleges is too single. Teachers in higher vocational colleges can pay attention to the combination of stage evaluation and comprehensive evaluation, the combination of theoretical evaluation and practice comprehensive evaluation, but they are not deep enough in the combination of internal evaluation and external evaluation. In general, the assessment and evaluation of personnel training are not closely combined with the job requirements of preschool education positions, and the assessment and evaluation of personnel training are carried out based on work tasks.

4. Improvement of the Effective Connection between the Training of Preschool Education Professionals and Social Needs

The current state of pre-professional development shows that students and schools know more about professional development (ie, the structure or form of the profession) than about how professional development fosters new knowledge and skills (ie, the process of professional development). In fact, although some higher vocational colleges are committed to the process of cultivating students in preschool education to acquire new knowledge and new skills, they pay little attention to the exploration of the mechanism that maintains the growth and development of individuals and groups. On this basis, we put forward the following suggestions for the

improvement of the effective connection between the training of preschool education professionals and the needs of society.

(1) Strengthening government guidance

Government departments should actively promote the connection between the preschool education major in higher vocational colleges and social needs, use their own policy and authority to guide the direction and overall planning for the connection of higher vocational colleges, and act as a platform for policy communication. Coordinate the platform to stimulate the initiative and innovation enthusiasm of preschool education majors in higher vocational education. On the premise of improving and guaranteeing the quality of professional talent training, enhance the independent enrollment rights of preschool education majors in higher vocational colleges, allow preschool education majors in higher vocational colleges to actively explore their own characteristics, encourage independent innovation, and stimulate independent competition and innovation awareness. As for the construction and training of preschool education teachers, the local government needs to provide support in the recruitment of relevant majors and policy implementation, and further increase the scientific research funds and capital investment in preschool education related majors in higher vocational colleges, so as to provide preschool education in higher vocational colleges. Provide basic support in the process of effective connection between professional and social needs.

(2) Strengthening the faculty

Strengthening the preschool education teachers in higher vocational colleges is the meaning of the title. Vigorously support the development of preschool education teachers in higher vocational colleges, regularly conduct professional training for in-service teachers, strictly implement the "national training" and "provincial training" plans, and increase the cultivation of high-quality "double-qualified" teachers. Provide a platform for professional teachers to communicate and learn from each other, regularly conduct surveys and discussions in other cooperative colleges and preschool education institutions, etc., encourage teachers to listen to each other and learn from each other, clarify specific teaching arrangements and practical arrangements, and ensure preschool education in higher vocational colleges. The quality of the connection between professional and social needs has been improved.

(3) Reforming the assessment and evaluation of personnel training

The assessment and evaluation of preschool education professionals in higher vocational colleges should be unified, consistent, and hierarchical. Specifically, the assessment and evaluation work should fully highlight the following four basic principles. First, pay attention to the assessment of process evaluation. It is necessary not only to pay attention to the evaluation of teachers and students' actual performance, but also to pay attention to the evaluation of professional attitude, teamwork awareness and ability, and combine the process evaluation of vocational skills with the final evaluation. Second, attach importance to the assessment of professional skills, and organically combine professional theoretical knowledge with the assessment of professional practical skills. Third, pay attention to the assessment of professional quality. According to the needs and abilities of the job position, the assessment content is formulated, and the method and traditional mode of single-post occupational skill assessment are changed. Fourth, in the process of education and practice, strengthen the combination of on-campus evaluation and external evaluation.

5. Summary

The connection between the talent training mode of preschool education professionals in higher vocational colleges and social needs provides a platform and guarantee for the society to deliver a

large number of high-quality preschool teachers, which can effectively alleviate the serious shortage of preschool teachers in my country and the lack of high education. , lack of awareness of professional development ability and so on. Under the support and guidance of the people's governments at all levels and the relevant education authorities, higher vocational colleges should strengthen communication and exchanges at all levels and various levels, through optimizing the talent training model, building a sound curriculum system, and formulating a sound talent evaluation system to The concept of comprehensively improving students' comprehensive quality is integrated into the whole process of pre-school education professional personnel training, and explores the coherence and unity of pre-school education professional personnel training.

With the development of regional social economy and culture in the new era, the transformation and upgrading of industrial structure, and the continuous updating of people's and social needs, the training model for preschool education professionals will continue to improve. The echo and connection between the training of preschool education professionals and social needs is related to the characteristics, brands, future prospects and development directions of higher vocational colleges. The preschool education major of higher vocational colleges needs to further deepen the integration of production and education, school-enterprise cooperation, and to cultivate technical and technical talents with "literacy, professionalism, strong skills, and innovation" as the fundamental task, and to create a cultural brand with its own characteristics. It can better play the role of educating people and promote students to become adults.

Acknowledgement

This paper is sponsored by Shandong Educational Academic Program entitled A Study on Curricular System Construction of Preschool Majors in background of 1+x system (Ref No: 2021YB072)

References

- [1] Martinez-Beck, I., & Zaslow, M. Introduction: The context for critical issues in early childhood professional development. In M. Zaslow & I. Martinez-Beck (Eds.), *Critical issues in early childhood professional development*, 2006.
- [2] Harvard Family Research Project. *Family involvement in early childhood education*. Cambridge, MA: Author, 2006, Spring.
- [3] Guskey, T. R. *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, 2000.
- [4] Guskey, T. R. *Helping standards make the grade*. *Educational Leadership*, 59, 20–27, 2001.
- [5] Ministry of Education, China. *Kindergarten Work Code*. [EB/OL](2016-2-29)[2022-4-1]. http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/201602/t20160229_231184.html
- [6] Katz, L. G. *What should young children be learning?* Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED290554), 1992.
- [7] Katz, L. G. *Strike: Dispositions in early childhood education*. In L. G. Katz (Ed.), *Talks with teachers of young children: A collection*. Norwood, NJ: Ablex, 1995.
- [8] Candy, P. C. *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass, 1991.
- [9] Johnson, D. W., & Johnson, R. T. *Cooperation and competition: Theory and research*. Edina, MS: Interaction Book, 1989.
- [10] Ministry of Education, China. *Measures for the Implementation of the Certification of Teachers' Majors in Ordinary Colleges and Universities (Provisional)* [EB/OL]. (2017-10-26) [2022-04-01]. http://www.moe.gov.cn/srcsite/A10/s7011/201711/t20171106_318535.html.
- [11] Ministry of Education, China. *Decision of the State Council on Accelerating the Development of Modern Vocational Education* [EB/OL]. (2014-06-22) [2022-04-01]. http://www.gov.cn/zhengce/content/2014-06/22/content_8901.htm.