

Problems and Countermeasures to the Training of Male Students Majoring in Preschool Education

Handi Wei^{1,*}, Yujia Wang¹, Peipei Zhang¹, Elizabeth M. Sagubo¹

¹College of Teacher Education University of the Cordilleras, Baguio City, Philippines

*Corresponding author

Keywords: Male Students, Preschool Education, Countermeasures, Professional Identity

Abstract: Early childhood education is the foundation of life education and occupies a huge position in individual lifelong education system. Males majoring in preschool education are of great significance to the development of character and behavior of infants and young children. However, in the process of training males, managers and teachers of colleges in the long-term educational practice of the formation of "feminine" education concept, school model, curriculum system and other problems exposed, seriously affect the career choice and career development of male students majoring in preschool education. This article aims to talk about how to help males in preschool education major out of the professional dilemma from the perspective of class management of counselors. This study uses literature research and investigation methods to analyze the problems faced by male students majoring in preschool education and puts forward corresponding solutions.

1. Introduction

Early childhood is a critical period for the formation of children's character. Male preschool teachers play a very important role in promoting the formation of children's character. At the same time, the quality of male preschool teachers will affect the development of preschool education to a certain extent. You live a long time, and what you learn as a child can dominate your life for a long time. More and more students are aware of the broad development prospects of preschool education, so more and more students are applying for this major. ^[1] The vast majority of teachers in kindergartens are female, and male teachers are scarce. Children raised in such an environment surrounded by female teachers may show weak, shy, delicate and other personality characteristics, resulting in an unbalanced state of children's gender role learning. Even under the influence of such an environment, boys will also become lack of masculinity and verve. Tracing back to the training institutions of preschool teacher training, preschool education majors in colleges and universities assume the responsibility of training high-quality preschool teachers for the country. How to let a small number of preschool education major boys learn preschool education major and after graduation to go on the kindergarten teacher post, is our urgent need to discuss and solve the problem.

2. The urgency of training male students in preschool education

2.1. The significance of preschool teachers in promoting the formation of children's gender roles

Male teachers play an irreplaceable role in the formation of children's gender roles, gender behavior and gender socialization. Before entering kindergarten, young children already have a preliminary understanding of gender roles and use their parents of the same gender as their role models, so that they behave similar to their father or mother and conform to socially accepted gender roles. It is easy for girls to find imitation objects matching their own gender in kindergartens with the "feminine" cultivation method, but it is difficult for boys to find their imitation objects, so that their gender perspective is in a vague and confused state. The higher the participation of males in child rearing, the stronger the gender role consciousness of children, the healthier the shaping of gender behavior and the higher the degree of gender socialization. Therefore, the need for male teachers in kindergartens is to play their unique and positive role in promoting children's gender socialization and overall socialization. The addition of male preschool teachers can help children establish gender awareness from an early age, add masculinity to the kindergarten, is more conducive to the development of children's personality, more conducive to the improvement of children's personality, only when the male teacher's "rigid" education and female teacher's "flexible" education, can promote the better development of children.

2.2. Current situation of gender structure of preschool teachers in China

According to the statistics of the number of female full-time preschool teachers in China from 2016 to 2020 released by the Ministry of Education, the gender status of full-time preschool teachers in China from 2016 to 2020 is shown in Table 1.

Table 1: The gender status of special teachers of preschool education in China ^[2] (2016-2020)

Year	Full-time Teachers	Female Full-time Teachers	Male Full-time Teachers	Percentage of Full-time Teachers
2016	2232067	2184795	47272	2.12%
2017	2432138	2378291	53847	2.21%
2018	2581363	2525667	55696	2.16%
2019	2763104	2702111	60993	2.21%
2020	2913426	2848609	64817	2.22%

According to the data in Table 1, the gender structure of preschool teachers in China is very unbalanced. In the past five years, although the number of male preschool teachers has been increasing year by year, the proportion of male preschool teachers has fluctuated occasionally, but the overall trend is still on the rise. Even so, the proportion of male preschool teachers in full-time teachers is still a very small number. It also highlights the urgency and importance of colleges and universities to train male students majoring in preschool education.

3. The main problems in training male students majoring in Preschool Education

3.1. The source of students affects the training quality of male students majoring in preschool education

No matter from the influence of the external environment or from the individual male candidates for preschool education, most people regard early childhood education as a job exclusively for women, while male entering the field will often attract unusual attention. According to the interviews, most male students majoring in preschool education choose preschool education not as

their first choice, nor out of love for the major, but as a springboard to change majors after entering university, or as "forced" to apply for the "hot major" considered by their parents. There are few boys who take the initiative to apply for preschool education major and are interested in this major. The lack of learning drive has greatly increased the difficulty of training male students in preschool education major, which greatly hinders the improvement of the quality of training male students in preschool education major.

3.2. Psychological problems hinder the healthy development of male students majoring in preschool education

The number of male students majoring in preschool education cultivated by colleges is very small, accounting for about 3 percent. A class of 50 students usually has only one or two male students. In this kind of learning environment where female students are the majority, male students seldom express their own opinions, and keep a respectful distance from collective activities. Girls are the leading role of the activities and class, in such an environment, the more the boys' psychological pressure, the greater the psychological pressure, the greater the more intensified their silent, unwilling to show their psychology, came slowly inferiority, anxiety, psychological problems such as lack of confidence, which seriously affect their physical and mental healthy growth. ^[3]

3.3. The "feminization" of the curriculum affects the development of male students majoring in preschool education

Most preschool education programs do not set their own teaching plans according to the gender characteristics of boys, and the teaching methods, teaching content, curriculum and student management of some subjects are too feminine. In such a training mode and environment, girls have advantages over boys in the understanding and acceptance of skills or art courses, and their scores are also relatively high, which invisibly reduces the self-efficacy of boys majoring in preschool education and decreases their subjective initiative in learning. For example, oral English (storytelling), dance, piano, handicraft and so on are more difficult for boys, and telling the story in front of girls in a "female tone" with both voice and emotion will make them unable to let go and increase their psychological pressure. Especially in the teaching method and teaching content, female demeanor and action and tone will make boys tired of the mood, so as to affect the development of boys. ^[4]

3.4. The lack of occupational guidance affects the career development of male students majoring in preschool education

Preschool education boys not only lack of understanding of preschool education profession and occupation itself, a lack of understanding of job prospects, general fear for the future of after graduation, when the male teachers in the teaching to what he could do after a certain age could have the ability to engaged in preschool education theory research or open kindergarten and you can't, and how to face future worries again obtain employment easily let them produce anxiety. Lack of subjective initiative in professional learning, easy to produce weariness, anxiety, not only affect the professional training, but also affect the final career development of preschool education boys.

4. Countermeasures to solve the problem of cultivating male students majoring in preschool education

4.1. Pay attention to admission education and enhance the professional identity of male students majoring in preschool education

The identity of preschool education students refers to the dynamic process in which students of preschool education major respond positively after they have invested sufficient emotion and in-depth understanding of their own major. In this process, it not only involves the change of individual cognition, emotion and behavior, but also involves the change of individual mental state. Male students majoring in preschool education have a low sense of identity with their major, and they even want to change their major or drop out of school. Even after graduation, they will not engage in related fields. [5] How to improve their identity of preschool education major, as a counselor should attach great importance to the entrance education of freshmen and carry out targeted professional education for this special group of boys. First of all, we should pay attention to the role of role models. In the entrance education, the model method can be adopted to introduce well-known experts in preschool education at home and abroad and inspire students' admiration with them as models. For example, Friedrich Wilhelm August Froebel, the father of modern preschool education, founded the first preschool educational institution called "kindergarten", and his educational thought is still leading the basic direction of preschool education theory. Again, such as Chen Heqin, Zhang Xuemen and other leading figures in preschool education in China. Secondly, it can also combine the examples around students, such as their professional male teachers, school seniors' deeds of example education to enhance professional identity. Finally, professional introduction and experience sharing can be carried out through various forms of education, such as special lectures of preschool teachers, inviting successful people in preschool education outside the school, male kindergarten teachers graduated from the school, enhancing their professional identity of preschool education.

4.2. Provide a platform to enhance the self-efficacy of male students majoring in preschool education

Male students should abandon the differences caused by gender differences, devote themselves to the study of professional knowledge, and be able to cope with challenges easily when they come. This requires counselors to give male students more opportunities to show themselves, enhance the sense of self-efficacy. Most male preschool students are reluctant to get involved in class management. How to mobilize their enthusiasm, the author thinks that "one-to-one" communication can be used to make boys understand the meaning of student leaders and the role of class leaders. At the same time, they can also be recommended by classmates and appointed by counselors to get them involved in class management. When they become student leaders and do well or get recognized by their classmates, they should be affirmed and encouraged in time. In this way, their sense of self-efficacy will be improved and they will become confident. In addition, counselors should help them improve their prestige among students, and pay much attention to them, encourage them and support them in study, life, work and other aspects. By participating in class management and class work, these boys will find their own value and their sense of self-efficacy will be greatly enhanced. Due to low social identity, professional curriculum learning resistance, in the environment of girls and boys for a long time, preschool education professional boys will appear a lot of problems, such as gender pressure, self-esteem frustration, poor confidence, feminization, etc., which requires the school to strengthen psychological counseling, to ensure its mental health development; Vocational education should be provided to help them accurately identify themselves,

recognize their strengths, analyze their employment prospects, and enhance their self-confidence and professional identity.

4.3. Innovate training methods to enhance the learning interest of male students majoring in preschool education

The rich and colorful club activities of college students play a great role in the exercise and cultivation of students' comprehensive ability. For male students majoring in preschool education, they are unwilling to participate in any club or sports activities. Male students in preschool education often abstain from school sports and sports competitions, and their scores are the lowest even if they participate in them, which greatly damps their enthusiasm to participate in activities. How to stimulate their enthusiasm for participation, the author believes that we should encourage them to participate in the process rather than focusing on the results. Help them get involved in sports or club activities. For example, in the school's track and field meet, basketball tournament and other activities, boys can train together with them to participate in the school's art party. It is suggested that they arrange masculine or humorous programs, which will attract the attention of classmates. Boys who participate in the activities should be encouraged and appreciated to enhance their sense of accomplishment.

4.4. Provision of individualized guidance to broaden the employment channels for boys majoring in preschool education

The vocational guidance for male students majoring in preschool education should run through the whole training process of students. At the beginning of enrollment, counselors can help students better understand the background and development prospects of preschool education through class meetings and other forms, and realize the importance of male preschool teachers in preschool education, so as to enhance their self-confidence and pride. In the process of training, vocational guidance and career planning should be carried out for male preschool education majors, and career planning should be combined with professional training objectives, and professional training plans and learning tasks at different stages should be formulated. Before employment, emphasis should be placed on strengthening employment guidance, training job-seeking skills, and helping boys majoring in preschool education accurately grasp the employment situation and find a satisfactory job. Career planning education and guidance should be strengthened for male students as soon as they enter the school. Counselors should make some innovations in the daily management process. They can combine the necessary classes of preschool education major with some courses favored by boys and encourage boys to choose their favorite courses such as instrumental music, calligraphy and physical education in addition to the required courses. Cultivate their psychological qualities of self-confidence, self-reliance and self-improvement and the beauty of masculinity with natural posture, open-mindedness and strong will, so that they are competent for kindergarten sports teaching activities, game activities and other educational activities, affecting and infects children in the educational practice of kindergarten. Before graduation, the school can hold some job fairs and lectures, give male students some job recommendations, encourage male students to start their own businesses, and actively create personalized preschool education and teaching results.

References

- [1] Kang Dan. *Construction of undergraduate training objectives of preschool education based on teacher professional development [J]. Higher Education Research*, 2007, (9): 8-11.
- [2] http://www.moe.gov.cn/jyb_sjzl/moe_560/2020/
- [3] Tang Dazhang. *Current situation and educational strategies of freshmen's emotional quality in preschool education*

majors [J]. Journal of Sichuan Education University, 2008, (6): 108-116.

[4] Yu Xiaomei. Psychological problems and countermeasures of boys majoring in preschool education [J]. Journal of Inner Mongolia Normal University: Education Science Edition, 2005, (1): 80-82.

[5] Chen Mengzeng. Study on Professional Identity of pre-school students in Junior college [D]. Fujian Normal University, 2020.