

Exploration of the Talent Training Model for Preschool English Teachers in Vocational Colleges

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Abstract: With the continuous development of education in China, more and more parents are paying attention to early childhood English education. Therefore, the exploration and improvement of talent cultivation models for preschool English teachers in vocational colleges is of great significance. This study, based on questionnaire surveys and on-site observations, explores the current situation and problems of talent cultivation for early childhood English teachers in vocational colleges, and proposes a series of relevant countermeasures and suggestions to provide reference and reference for further development in this field.

1. Introduction

With the continuous development of globalization and informatization, English has become an important tool for international communication. However, in China, the level of early childhood English education is relatively low, and there are also some problems and challenges. Therefore, starting from the exploration of talent cultivation models for preschool English teachers in vocational colleges, exploring the development trends and directions in this field is one of the current urgent problems to be solved.

2. Key points for talent cultivation of preschool English Teachers in vocational colleges

2.1. Course setting

One of the key points in cultivating talent for preschool English teachers in vocational colleges is the curriculum design. Based on the actual needs and development trends of early childhood English education, reasonable curriculum and teaching content can effectively improve students' professional level and comprehensive quality. The actual needs of early childhood English education are different from those of other age groups. Therefore, vocational colleges should scientifically and reasonably set up courses based on the characteristics and needs of early childhood English education.

With the acceleration of economic globalization and informatization, foreign language proficiency has become an essential quality in modern workplace competition. Therefore, vocational colleges should focus on cultivating students' practical operation abilities and comprehensive qualities in their curriculum design to meet the needs of social development.[1] Considering the strong practicality of

early childhood English education, vocational colleges should use practical teaching to help students better master the knowledge and skills they have learned and apply them to practical operations. At present, vocational colleges should pay attention to diversification in textbook selection, and adopt textbooks that meet the characteristics and needs of early childhood English education, such as picture books, games, songs, etc. Curriculum design is one of the key points in cultivating talent for preschool English teachers in vocational colleges. Only by scientifically and reasonably setting the curriculum and teaching content can we cultivate excellent English teachers for young children with practical operational skills and innovative spirit.[2]

2.2. Teacher level

Another key point in cultivating talent for preschool English teachers in vocational colleges is the level of teaching staff. Excellent teaching staff can effectively improve students' professional and comprehensive qualities. Therefore, vocational colleges should focus on introducing excellent teachers, strengthening internal training and external communication, and improving teachers' professional knowledge and teaching level. Vocational colleges should actively introduce excellent teaching teams from both domestic and international sources, enhance their faculty, and enable students to be exposed to advanced teaching concepts and methods from around the world.[3] Vocational colleges should strengthen internal training, improve teachers' teaching level and enhance their practical teaching abilities through regular teaching seminars, observation, and other forms. In addition, vocational colleges should strengthen cooperation with other institutions and enterprises, carry out teacher exchange activities, professional training, and participate in educational and teaching exhibitions to improve teachers' professional quality and innovative awareness. Vocational colleges should establish a scientific and fair teacher evaluation mechanism to comprehensively supervise and evaluate teaching quality and teacher performance, providing better protection for students and teachers.

2.3. Teaching methods

Another key aspect of talent cultivation for preschool English teachers in vocational colleges is teaching methods. The quality of teaching methods directly affects teaching effectiveness and students' learning outcomes. Therefore, vocational colleges should pay attention to innovative teaching methods, flexibly use various teaching methods, and improve teaching effectiveness. Firstly, early childhood English education needs to conform to the cognitive development laws of young children. Therefore, vocational colleges should adopt diverse teaching methods such as gamified teaching and interactive teaching, so that students can learn English in a pleasant atmosphere. Secondly, the rapid popularization of modern technological equipment has provided more possibilities for early childhood English education. Vocational colleges should actively use multimedia technologies such as projectors and electronic whiteboards to present vivid teaching content to students. Thirdly, vocational colleges should focus on differentiated teaching and develop personalized teaching plans for different students to meet their different needs and characteristics, and improve teaching effectiveness. Fourthly, early childhood English education needs to focus on practical operations. Vocational colleges should help students apply the knowledge and skills they have learned to practical operations through practical links and projects.

3. Implementation strategies for the talent cultivation model of preschool English teachers in vocational colleges

3.1. Strengthening the professional teaching quality of teachers

Strengthening the professional teaching quality of teachers is one of the important implementation strategies for the talent cultivation model of preschool English teachers in vocational colleges. Firstly, vocational colleges need to strengthen the selection, training, and assessment of early childhood English teachers, and attract teachers with higher levels and rich experience to teach early childhood English courses. Secondly, vocational colleges currently need to establish a teaching and research platform for preschool English teachers in vocational colleges, encourage teachers to actively participate in teaching and research activities, and improve their teaching ability and innovation level. Thirdly, vocational colleges need to fully optimize the allocation of educational resources, provide more teaching support and training resources for teachers, and improve their professional quality and teaching level. Fourthly, at present, vocational colleges should actively guide teachers to pay attention to the personalized needs of students, adopt more flexible and diverse teaching methods and means to improve teaching effectiveness and students' learning outcomes. Fifthly, teachers need to strengthen teaching management, establish a comprehensive teaching evaluation system, and promptly identify problems and take measures, in order to improve them during the teaching process, and improve the level of teaching management and educational quality. Vocational colleges need to actively encourage teachers to participate in internships, practical training, and practical activities to improve their understanding and proficiency in the practical application of early childhood English education.

Strengthening the professional teaching quality of teachers is an important implementation strategy for the talent cultivation model of early childhood English teachers in vocational colleges. By improving the professional quality of teachers, introducing advanced teaching concepts and methods, and strengthening teaching management measures, teachers' teaching ability and innovation level can be effectively improved to promote the development of early childhood English education.

3.2. Improving teachers' outdated teaching concepts

Improving teachers' outdated teaching concepts is one of the important implementation strategies for the talent cultivation model of preschool English teachers in vocational colleges. The specific measures are as follows:

(1) Training and guidance: we can strengthen the training and guidance of teachers, encourage teachers to pay attention to the personalized needs of students, and adopt more flexible and diverse teaching methods and means, to improve teaching effectiveness and students' learning outcomes.

(2) Practical teaching: we can increase opportunities for practical teaching, and guide teachers to deeply understand the practical application of early childhood English education, so as to promote the improvement of teachers' practical operation ability, and improve their comprehensive quality and practical experience.

(3) Promote advanced educational concepts: we can promote advanced educational concepts to enable teachers to have a deep understanding and understanding of the current popular modern teaching methods and concepts.

(4) Update textbook content: we can update textbook content, innovate and write relevant textbooks to meet current teaching needs in response to newly issued education policies and teaching syllabus.

(5) Strengthen teacher self-discipline: we can strengthen teacher self-discipline to achieve better teaching results, while also setting a good example for other teachers.

Improving teachers' outdated teaching concepts is an important implementation strategy for the talent cultivation model of early childhood English teachers in vocational colleges. Through training and guidance, practical teaching, promoting advanced educational concepts, updating textbook content, and strengthening teacher self-discipline, measures can effectively promote the updating of teachers' educational ideas and innovation of teaching methods, improve the level and quality of education and teaching, and make positive contributions to the cause of early childhood English education.

3.3. Optimizing course system settings

Optimizing the curriculum system is one of the important implementation strategies for the talent cultivation mode of preschool English teachers in vocational colleges. Firstly, vocational colleges should integrate early childhood English education with other related disciplines, establish an interdisciplinary curriculum system, and enhance the comprehensiveness and practical applicability of teaching content. Secondly, vocational colleges need to introduce new fields of content into the curriculum system, such as modern educational technology, psychology, etc., to improve the comprehensive quality and practical ability of teachers. Thirdly, teachers can highlight the importance of practical teaching in the curriculum system, increase the proportion of practical links, and allow students to have more exposure to practical operations, in order to improve operational skills and practical abilities. Fourthly, teachers need to optimize the curriculum design in the professional teaching process of early childhood English teachers based on teaching objectives and requirements, better pay attention to the needs of the early childhood English education industry, and set corresponding professional knowledge and skill training goals according to market development trends.

3.4. Strengthening practical teaching

Vocational colleges need to establish practical teaching bases on and off campus to provide students with authentic educational scenarios and expand their practical experience and skills. In the process of course allocation and course management, kindergarten internships will be made a mandatory course, allow students to personally experience the process of early childhood English education and teaching, and enhance operational skills and practical abilities. Vocational colleges need to create practical platforms, hold various early childhood English education activities and competitions, so that students can gain more experience and skills in practical operations. On this basis, experienced early childhood English teachers are invited to the school to share practical cases, providing students with more practical references and guidance. In the actual teaching process, teachers need to actively guide students to independently design and organize practical courses, and encourage the improvement of innovative thinking and practical abilities. In addition, vocational colleges need to strengthen teachers' guidance and guidance on practical teaching for students, and promptly solve the problems and difficulties encountered by students in the practice process.

3.5. Building a diversified evaluation system

Building a diversified evaluation system for talent cultivation strategies in vocational colleges' preschool education majors can more comprehensively reflect students' abilities and qualities. In addition to traditional written and oral exams, project evaluation, practical assessment, and subject competitions can also be used for assessment to better evaluate students' comprehensive qualities and abilities in different fields. In addition, corresponding evaluation standards are formulated based on the characteristics and needs of each student, in order to emphasize the evaluation of their

personalized performance and progress, and provide more targeted guidance and support for students. In addition to academic performance, attention should also be paid to students' comprehensive qualities and development potential, such as thinking ability, innovation ability, teamwork ability, and other non academic abilities to comprehensively evaluate students' performance. In the evaluation system, teachers should have both overall and individual evaluations, taking into account students' individual performance and comparing them among groups to better evaluate students' comprehensive qualities and abilities. In the actual teaching process, students should be actively encouraged to conduct self-evaluation and mutual evaluation, and improve their evaluation and understanding of themselves through self-awareness. At the same time, it can also help students better understand the significance and role of group evaluation and individual evaluation. Building a diversified evaluation system can reflect students' abilities and qualities more comprehensively, objectively, and targeted, helping them better develop their potential and abilities.

3.6. Enriching classroom teaching content

Enriching classroom teaching content is a very important measure for the talent cultivation strategy of preschool education majors in vocational colleges. In addition to basic education subjects, related courses such as child psychology and kindergarten management can be added to help students comprehensively understand the knowledge and skills in the field of early childhood education. Adding practical elements to the curriculum, such as organizing students to observe, intern, teach, and other activities in kindergarten, allows students to continuously improve their abilities and qualities in practice, while also expanding their horizons and practical experience. In addition, vocational colleges can invite experts, professors, and successful individuals from the preschool education industry to give lectures, exchange ideas, and discuss, providing students with cutting-edge educational concepts and practical experience, and stimulating their learning enthusiasm and innovative thinking. We should develop personalized education plans tailored to the characteristics and needs of each student to provide more targeted guidance and support to help them grow faster and better in their learning. Teachers need to actively encourage students to actively participate in scientific research activities, such as organizing students to participate in competitions in the field of education, publishing papers, and other activities, in order to cultivate students' research and innovation abilities, and lay a solid foundation for their future development.

3.7. Creating an English learning environment

For the talent cultivation of preschool English teachers in vocational colleges, students majoring in preschool English teachers need to be exposed to real English contexts and language materials in the learning environment. Schools can provide diverse English resources in classrooms, libraries, laboratories, and other places, including English reading materials, movies, music, etc., to create a good English learning atmosphere for students. Language sense is an important foundation for learning English, and through various methods such as listening, speaking, reading, and writing, it can help students form an English language sense. Schools can offer courses such as phonetics, speaking, reading, and writing, allowing students to practice English in different contexts and gradually develop a perceptual understanding of English. The talent cultivation of preschool English teachers in vocational colleges should focus on strategies such as creating an English learning environment, cultivating English language sense, practical teaching, and excellent teaching staff, in order to improve students' English proficiency and teaching ability.

4. Conclusion

In the current context of globalization, early childhood English education is receiving increasing attention from people. Vocational colleges, as an important place to cultivate English teachers for young children, should continuously improve and adjust their training models to meet the needs of the times and society's demand for English education talents for young children. By strengthening the professional teaching quality of teachers, improving their outdated teaching concepts, optimizing the curriculum system, and strengthening practical teaching, measures can effectively improve the comprehensive quality and practical ability of early childhood English teachers to better promote the development of early childhood English education.

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