

# ***Research on the Talent Training Mechanism of Higher Vocational Preschool Education under the Perspective of “Three Complete Education”***

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**Abstract:** From the perspective of “three complete education”, the research on the talent training mechanism of higher vocational preschool education focuses on the construction of multi-dimensional cooperative education community, the importance of educational skills competition and the realization of the integration of knowledge and practice. The key to the collaborative education mechanism lies in to break down professional barriers, promote the cooperation between the government, colleges, kindergartens and vocational schools, and realize resource sharing and experience exchange through interdisciplinary curriculum, project cooperation and teacher exchange. Such cooperation can not only optimize the education ecosystem, but also help to improve the comprehensive quality and practical ability of preschool education talents, and realize the collaborative education effect of “1 + 1 + 1 + 1 > 4”. At the same time, educational skills competition is regarded as an important activity to cultivate students' educational skills, stimulate interest and cultivate competitiveness. The competition encourages innovative and unique educational approaches, develops students' ability to solve problems, cooperate, endure stress and manage their time, and helps them better adapt to workplace competition. Finally, the realization of the integration of knowledge and practice is the key to the training of higher vocational preschool education talents, which requires the organic integration of theoretical learning and practical courses to ensure that the practice content is connected with classroom learning. Tutors play an important role in the internship, guiding students to apply theoretical knowledge to practical operations, and providing feedback and suggestions. Practical skills training and comprehensive evaluation are also important links to ensure that students have the necessary vocational skills. These measures will help to cultivate preschool education talents with more comprehensive quality and practical ability.

## **1. Introduction**

The talent training mechanism of higher vocational preschool education is an important part of the education system, which needs to be studied and improved from the perspective of “three complete education”, so as to cultivate more comprehensive and practical and capable preschool education talents.

Multi-dimensional and stereoscopic cooperative education community is one of the key mechanisms to train higher vocational preschool education talents. This mechanism emphasizes the cooperation and communication among educators in different fields. It encourages the design of interdisciplinary courses to help students gain a wider range of knowledge. In this community, the two-way flow between kindergarten teachers and college teachers is crucial, which contributes to the sharing of knowledge and experience. At the same time, the cooperation with high-quality preschool education enterprises is also indispensable, it can provide practical opportunities and educational resources, so that students can better understand the actual needs of early childhood education. The multi-party cooperative network between the government, colleges, kindergartens and vocational schools is the foundation of this mechanism, which promotes resource sharing, experience exchange and common development.

Educational skills competition is another important mechanism to train preschool education talents. This competition helps students improve their educational skills, stimulate interest, develop competitiveness, and provide valuable opportunities for their future career development. The competition not only requires students to use their knowledge and skills in the field of education, but also encourages them to think about innovative educational approaches. The competition in the competition stimulates the students' sense of competition and cultivates their ability to better cope with the competition in the workplace. Participation in the competition also requires student problem solving, collaboration, stress and management time, experiences that are critical for personal growth. Therefore, educational skills competition plays an important role in the process of cultivating preschool education talents.

The integration of knowledge and practice is another key element of the talent training mechanism of higher vocational preschool education. This mechanism requires the organic integration of theoretical courses and practical courses to ensure that students can apply the theoretical knowledge they have learned in practice. The role of mentors during the internship is crucial, and they should guide students to translate theoretical knowledge into practical operations and provide feedback and advice. Internship programs should be designed in line with the school's curriculum goals and student career goals to ensure that students can apply the knowledge and skills learned in practice. Practical skills training should also be provided to ensure that students have the necessary vocational skills. Ultimately, comprehensive assessments should cover knowledge, skills, and professionalism to provide a comprehensive understanding of student performance.

In general, the talent training mechanism of higher vocational preschool education needs to be continuously improved in the multi-dimensional cooperative education community, education skills competition and the integration of knowledge and practice, so as to achieve the goal of "three complete education". This will help to cultivate preschool education talents with more comprehensive quality and practical ability, meet the needs of the society for excellent education professionals, and promote the sustainable development of preschool education.

## 2. Literature Review

Lu Pei et al. (2023) studied and discussed the coordinated development of labor education and ideological and political education in higher education, as well as how to integrate labor education with professional practical training to cultivate students' skills and values. The research shows that labor education plays an important position in the ideological and political education. With the help of labor practice week course and "Garden Engineering Training (Internship)" and other related professional courses, through clever organization and arrangement, colleges and universities actively promote the coordination between labor education and professional training, to cultivate students' labor skills, strengthen ideological and political education, and instill moral concepts of

the industry. This educational method aims to instill in students the belief that "labor comes first, and practice is crucial." It seeks to establish a new mode of educational practice by combining labor education and professional gardening training. The approach is designed to guide students in adhering to the principle of unity, transitioning from passivity to activity, gradually enhancing their personal self-awareness and sense of accomplishment. Simultaneously, it encourages students to receive professional skills training while also emphasizing the importance of ideological and political education.<sup>[1]</sup>

Fei Guangsheng et al. (2023) discussed how to realize the task of "three complete education" in higher education by building a collaborative mechanism and taking curriculum ideological and political construction as the core, so as to support and implement the fundamental task of cultivating people by virtue. Research shows that the fundamental mission of higher education is to cultivate virtuous individuals. The goal of realizing "three complete education" is to train students in an all-round way without being limited by time and space, which is the inherent requirement of implementing the mission of moral education. In order to realize the "three complete education", we need to establish a systematic coordination mechanism to integrate all the human, financial and educational resources of universities in order to produce cooperative benefits. Therefore, it is necessary to establish the coordination mechanism of the education subject, the coordination mechanism of the education process and the education environment<sup>[2]</sup>.

Li Ranran (2022) discussed the impact and coping strategies of preschool education professional education skills competition, as well as how to better combine the competition with kindergarten teachers 'professional standards and talent training, so as to promote education and teaching reform and teachers' professional growth. As depicted in Table 1, studies have revealed several important considerations. From the vantage point of skill competitions, there is a need to gain a precise understanding of the essence of preschool education professional education skills competitions. This necessitates a scientific positioning of their pivotal role within the educational system and a return to the competition's original purpose. Concerning talent development, a reevaluation of the relationship between the "Preschool Education Professional Education Skills Competition," talent cultivation, professional development, and curriculum teaching reform is imperative. It is vital to incorporate feedback from these competitions into course instruction and actively promote ongoing educational and teaching reforms. The introduction of school-enterprise cooperation is also key in fostering deep collaboration between the two sectors. Simultaneously, it is essential to organically integrate the preschool education professional skills competition into the talent training program and curriculum system, transforming it into a featured activity course with a focus on cultivating the core qualities of kindergarten teachers. Regarding teacher professional development, we should maximize the opportunity presented by the "Preschool Education Professional Education Skills Competition." This involves establishing a long-term mechanism for teacher professional growth, encouraging teachers to commence their professional development journey through participation in such competitions. This journey should involve deep engagement with teaching and curriculum enhancement to achieve sustainable professional development.<sup>[3]</sup>

Table 1: Interpretation of the discipline structure of "Preschool Education Professional Education Skills" in 2017-2021

| Protocol project             | concrete content  | Brief analysis  |
|------------------------------|---|---|
| Name of the competition      | It mainly introduces the event number, Chinese and English names, groups and belonging industries   | There is no change over the years, and the positioning remains unchanged  |
| Competition purpose          | It mainly introduces the basis and purpose / value of the competition   | Based on the "standard", focus on the quality of talent training and the balanced development of preschool education  |
| competition contents         | Mainly introduce the competition events   | The content of the competition is basically the same, but the assessment items in each project have certain changes every year. Such as the increase of proposition painting, fragment teaching, lecture position adjustment. The assessment of students 'comprehensive quality is more inclined to the mastery of comprehensive teachers' educational skills, and it also clarifies the status of children's art education |
| Competition method           | Mainly introduce the competitors and events arrangement.  | From A and B completing different events to A, B and C completing the total score of all events, the assessment of students is more comprehensive and the assessment of talent training level of participating universities is more fair  |
| Process management           | It mainly includes competition process, rules, competition volume management, technology platform, performance evaluation, award setting, competition plan, etc | In order to ensure the fairness and justice and safety of the competition, the management of the competition process is meticulous year by year, and the standards are more simple and easy to understand, specific and operational   |
| technical manual             | It mainly introduces the policy source basis and the discipline theoretical basis of the competition technical specifications                                   | From 2017 to 2018; since 2019, the theoretical basis of disciplines has been added, and the requirements and assessment of participating students are more detailed and standardized  |
| Resource transformation      | It mainly includes resource transformation plan, resource transformation content, construction website, resource transformation achievements and so on          | From the beginning of focusing on the competition process, competition style and publicity, transmission, to gradually results oriented, the formation of a standard transformation content framework and network platform, better lead the development of preschool education major  |
| Competition sample questions | It mainly introduces the topic types and assessment requirements of each competition.   | Basically keep the same over the years  |

Yao Min (2023) discussed the construction of teacher team in the training of preschool education professionals in higher vocational education, and how to build a symbiotic system through the perspective of symbiosis theory and promote the talent training path of multi-party cooperation. Research shows that a weak link in the education system lies in the construction of the teaching staff. The training of higher vocational preschool education professionals involves the "symbiosis"

and the "win-win" practice of multiple systems, which is closely related to the theoretical logic of symbiosis theory. In the context of talent development within higher vocational preschool education, it is imperative to approach it from the perspective of symbiosis theory, considering the interplay between various stakeholders, including the government, higher vocational colleges, kindergartens, and undergraduate institutions. This approach is essential for establishing a pathway to enhance teaching quality. It encompasses the advancement of teaching concepts, the creation of multidimensional teaching spaces, the implementation of collaborative educational mechanisms, the dual integration of teaching entities, the reconstruction of teaching content, and the progression of teaching practices at the fourth order<sup>[4]</sup>.

Min Yuli et al. (2020) discussed the importance of preschool education major in colleges and universities, emphasizing that this major trains students to become professional talents who can reduce communication barriers with children and use professional knowledge to guide children to receive reasonable education. Research shows that professional preschool education in colleges and universities is committed to reducing the communication barriers with children, and while using professional knowledge to guide children to receive reasonable education. After graduation, many students will work in the early childhood service industry, and they will use the systematic learning training they receive in school to serve their children. However, as a service industry that needs to communicate with people, especially in the early childhood service industry, students need not only to master professional knowledge, but also need to have excellent language expression skills. Starting from the importance of cultivating language expression ability, this paper analyzes the current situation of the students of this major, and proposes solutions, aiming to help these students have the best language expression skills<sup>[5]</sup>.

Liu Yang et al. (2020) discussed the problem that the rapid development of preschool education in higher vocational colleges leads to the weakening of teachers' ethics standards, and discussed the path of cultivating students' ethics from three aspects of schools, teachers and students, in order to cultivate qualified and excellent preschool teachers. Research shows that in recent years, the standard of teachers' ethics, as the primary criterion of preschool education, has gradually been weakened, leading to various problems. This is attributed to the rapid expansion of preschool education majors in higher vocational colleges. In the subsequent retraining process, teachers focus on the completion of teaching tasks, focusing on the teaching of the main knowledge and skills, while ignoring the importance of teacher ethics education. The ways to cultivate students' ethics will be discussed in detail from the three aspects of school, teachers and students, in order to cultivate qualified and excellent preschool teachers<sup>[6]</sup>.

### **3. Research method**

#### **3.1 Literature research method**

Literature research method plays an important role in studying the talent training mechanism of higher vocational preschool education under the perspective of "three complete education". Through in-depth analysis of relevant literature, academic papers and research results, the core concepts and methods of higher vocational preschool education talent training can be better understood and discussed. The literature research method can trace the historical evolution and development of the concept of "three complete education", and understand its origin, connotation and core principles. Through the analysis of relevant literature, we can explore the specific application and practice of the concept of "three complete education" in the field of preschool education in higher vocational colleges.

Literature research method can help to determine the key elements in the concept of "three complete education", including comprehensive knowledge, comprehensive ability, comprehensive

quality and so on. Through the comprehensive analysis of the literature, the definition, connotation and cultivation methods of these elements can be explored deeply.

"Three complete education" emphasizes the cooperation and collaboration among educators in different fields. Literature research method can help researchers understand the cooperation patterns, successful cases and advantages of cooperation between different disciplines. Through the analysis of relevant literature, the experience and lessons for the talent training mechanism of higher vocational preschool education can be extracted.

The literature research method can also study the application of the concept of "three complete education" in the practice of higher vocational preschool education through the study of different schools and projects. This helps researchers to have a deep understanding of the specific implementation method and effect of "three complete education" in practical education. Literature research method can reveal the research gaps and unsolved problems in the talent training mechanism of higher vocational education. By analyzing the literature, the future research direction can be determined, including how to better realize the "three complete education", how to improve the quality of preschool education and other topics.

### **3.2 System analysis method**

The talent training mechanism of higher vocational preschool education is an important part of the education system. In order to achieve the goal of "three complete education", the systematic analysis method can be used to study and improve the mechanism.

In terms of multi-dimensional cooperative education community, systematic analysis method can help us to deeply understand the mutual relationship and influencing factors between different elements. By building models or drawing flow charts, you can visualize the cooperative network between the government, colleges, kindergartens and vocational schools, as well as their role in the process of collaborative education. This helps to identify the flow path of key nodes and resources to better optimize cooperation patterns. In terms of educational skills competition, the system analysis method can be used to analyze the organization and management mechanism of the competition. Potential problems and improvement points in the competition can be identified through the research process, review criteria, and participant feedback. Systematic analysis can also help schools design more effective competition training programs to improve students' competition ability. In terms of the unity of knowledge and action, systematic analysis can be used to establish the connection between theoretical course and practical course. Through systematic analysis, we can gain insight into how theoretical knowledge is applied to practical work and identify key elements of the practical curriculum. This helps to design internship programs that are more relevant to practical needs and ensures that students can apply their theoretical knowledge in practice.

In general, the systematic analysis method provides a powerful tool for studying and improving the talent training mechanism of higher vocational preschool education. Through systematic analysis of the relationship between various elements and subsystems, this mechanism can be better understood and optimized, so as to cultivate more comprehensive and practical preschool education talents and achieve the goal of "three complete education".

## **4. Research content**

### **4.1 Multi-dimensional collaborative education community**

The collaborative education mechanism should be committed to breaking down professional barriers and promoting cooperation among educators in different fields. This can be achieved

through an interdisciplinary curriculum, project collaboration, and faculty communication. Two-way flow between kindergarten teachers and college teachers is an important initiative that can promote the sharing of knowledge and experience. The cooperation with high-quality preschool education enterprises is an important part of the collaborative education mechanism. Such collaboration can provide practical opportunities, educational resources, and practical experiences, and help students better understand the actual operations and needs of early childhood education. The cooperative education mechanism can build a multi-dimensional cooperative community, including the government, colleges, kindergartens and vocational schools into the cooperative network. Such multi-party cooperation can promote resource sharing, exchange of experience and common development. Multilateral linkage between the government, colleges, kindergartens and vocational schools is the key. The government can provide policy support and resource input, colleges can provide educational resources and teachers, kindergartens can provide practice places, and vocational schools can provide practical training and practice opportunities. This linkage can optimize the education ecosystem. The cooperative education mechanism is helpful to improve the educational difficulties and contradictions between higher vocational colleges, undergraduate colleges, kindergartens and vocational schools. Through cooperation, we can reduce resource waste and duplication, improve the quality of education, and realize complementary advantages. The ultimate goal of the collaborative education mechanism is to achieve the effect of "1 + 1 + 1 + 1 > 4", that is, through multi-party cooperation, to cultivate more comprehensive quality and practical ability of preschool education talents. This kind of cooperation can make the curriculum more comprehensive, students 'practice more practical, and teachers' professional development more abundant. The cooperative education mechanism enables to form a double master and university teachers' co-education mode between kindergarten teachers, so that teachers and students can grow together. This cooperation can improve the professional level of the teachers and the students' educational quality.

#### **4.2 Educational Skills competition**

Educational skills competition is an important educational activity that helps to improve students' educational skills, stimulate interest, cultivate competitiveness, and provide valuable opportunities for their future career development and personal growth. Educational skills competitions provide an interesting and challenging platform to stimulate student interest in the field of education. Competition topics and projects are often creatively designed to attract students to actively participate and develop their passion for education. Participating in educational skills competitions requires students to use and demonstrate their skills in education, such as teaching design, communication skills, classroom management, etc. Through constant practice and competition, students can constantly improve these key skills. Competition is a highly competitive environment, and students need to show their best performance in the competition. This kind of competition cultivates students' sense of competition and competitiveness, and helps them to better adapt to the workplace competition. Participation in educational skills competitions not only helps students acquire professional skills in the field of education, but also encourages them to develop a wider range of personal literacy. Students need problem solving, collaboration, stress, and manage time, experiences that are essential for personal growth. Educational skills competitions often encourage innovative and unique approaches to education. Students need to think about how to solve educational problems creatively, which helps to develop innovation ability, which is crucial in the field of modern education. The school can provide relevant training and guidance to help students better prepare for the competition. This includes training in educational skills, interpretation of the competition rules, and coaching students on how to demonstrate their skills. The establishment of a

reward mechanism is an important factor to encourage students to actively participate in the competition. Awards can be honors, bonuses, awards, or other forms, which can motivate students to work harder in the competition.

### **4.3 Unity of knowledge and action**

To ensure a close connection between internship experiences and classroom learning, it is essential to integrate theoretical coursework with practical training. By designing interdisciplinary comprehensive courses, students are able to apply knowledge from multiple subject areas in practice. Students are encouraged to participate in case analysis and problem solving during the internship. This helps them to apply theoretical knowledge to practical situations and develop the ability to solve practical problems. The role of the mentor during the internship is critical. They should guide students to translate theoretical knowledge into practical operations, provide feedback and advice to help students improve their practical skills. Ensure that the internship program is designed to match the school's curriculum goals and the students' career goals. Internship programs should provide opportunities for students to apply the theoretical knowledge they have learned in practice. Students are encouraged to reflect and record during the internship, record their experiences and lessons in practice. This helps them to better understand their career development and knowledge application process. Provide practical skills training to ensure that students have the necessary vocational skills. This includes skills in how to operate educational tools, managing young children, and working with parents. Implement comprehensive evaluation, including theoretical assessment and practical performance assessment. The assessment should cover knowledge, skills, and professionalism to provide a comprehensive understanding of student performance.

### **5. Conclusion**

The multi-dimensional cooperative education community emphasizes interdisciplinary cooperation and resource sharing, and provides students with a broader knowledge perspective. Through cooperation with educators in different fields, high-quality preschool education enterprises, governments, colleges, kindergartens and vocational schools, preschool education talents can be exposed to a variety of educational resources and practical opportunities. This helps them to better understand the diversity and complexity of early childhood education and prepare them for future educational practice. Educational skills competition has stimulated the competitiveness and innovation potential of preschool education talents. By participating in the competition, students not only improve their educational skills but also develop problem solving, collaboration and time management. These competitive experiences help them better adapt to the competition in the workplace and contribute to the development of early childhood education. The mechanism of integrating knowledge and practice ensures that preschool education talents can transform theoretical knowledge into practical operations in practice. The direction of mentors and the organic integration of practical courses enable students to cope with practical problems and gain valuable experience. This provides a solid foundation for their future careers, ensuring that they are qualified for a variety of early childhood education positions. The multi-dimensional cooperative education community, education skills competition and the integration of knowledge and practice in the training mechanism of higher vocational preschool education talents have formed an organic whole, which provides various support and opportunities for the training of preschool education talents. The establishment of this comprehensive mechanism is conducive to improve the quality and level of preschool education, make a more positive contribution to the growth and future of the children, but also promote the sustainable development of education. Through the continuous improvement



and improvement of these mechanisms, we can ensure that more excellent preschool education talents are trained, meet the needs of the society for high-quality education, and promote the progress and innovation of the entire field of education. This is the ultimate goal and significance of higher vocational preschool education talent training mechanism.

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