

# ***Research on "Kindergarten-based" Talent Training Mode for Preschool Education Major based on Practical Wisdom***

——*Taking Xi'an University as an example*

**Wang Xiaoyi**

*Xi'an University, Xi'an, Shaanxi, 710065*

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**Abstract:** Preschool teachers are highly practical occupations. At present, teaching education researchers have all realized the importance of improving teachers' practical ability, and have also explored how to cultivate the practical ability of students majoring in preschool education in different degrees. Practical wisdom is the core of preschool teachers' practical teaching ability. Exploring the effectiveness of implementing the "Kindergarten-based" talent training mode for preschool education majors from the perspective of the generation of practical wisdom is a new way to improve the quality of talent training. This paper constructs a "kindergarten-based" practice model from the whole process of "one goal, two integration, three coordination, four-dimensional structure and five-dimensional evaluation" and expounds that kindergarten teachers' practical wisdom is finally generated in the "kindergarten-based" model through learning, setting, evaluating and reflecting each link of practice.

## **1. Introduction to practical wisdom**

The word "practical wisdom" was first translated from phronesis, with the corresponding English translation of practical wisdom, and the corresponding Chinese translation is "wisdom"

Applying the concept of practical wisdom to the field of education is an exploration that people have been trying to better combine theory with practice in the process of education for a long time. Practical wisdom refers to the experience and wisdom in solving educational practice and researching problems in educational practice that comes from educational practice, in a practical way and for the sake of educational practice. It, together with scientific accomplishment and humanistic spirit, constitutes the three training specifications of normal education and is the important goal of normal education. Elbaz, F believed that the generation of practical wisdom is a state of rational, conscious and self-aware ability embedded in educational actions. It can be seen that the generation of practical wisdom requires reflection and the transformation of knowledge form, which has nothing to do with how much knowledge one has mastered.

## **2. The Proposal of "Kindergarten-based" Talent Cultivation Mode**

Professor Qin Jinliang of Zhejiang Normal University Hangzhou kindergarten teachers' College, referring to the model of teachers' residence in schools (kindergartens) implemented in Boston, Chicago, Denver, Philadelphia and other places in the United States, promoted "Kindergarten - based" model as a connotative transformation of their institutions, adopted "4 + 4" training model for rural masters, and accepted 4 - year Kindergarten-based training during their postgraduate studies.

Professor Shao Xiaopei and Professor Wei Yonggang from Chongqing Education and Teaching Reform Research Project "Action Research on Kindergarten - based Training Mode for Outstanding Kindergarten Teachers" of Department of Education Science of Chongqing Normal University believe that outstanding kindergarten teachers are honed in the real working environment from the perspective of outstanding teacher training mode.

Kindergarten - based training mode is an effective way to train high-quality kindergarten teachers. It is an exploration of talent training mode based on traditional probation, internship and other centralized practice links, which organically integrates the curriculum and training environment, and enables students to study in kindergartens for a long time.

## **3. The Proposal and Thinking of "Kindergarten-based" Talent Cultivation Mode Based on Practical Wisdom**

### **3.1 Basis of "Kindergarten-based" Mode**

From the perspective of the generation of practical wisdom, it is an attempt to explore how "Kindergarten - based" mode of preschool education majors achieves the effectiveness of talent cultivation and its implementation path, which is based on more than ten years of practical experience of the preschool education college of Xi 'an University of Arts and Sciences and draws on previous experience.

Practical wisdom is generated gradually and circularly in four aspects of pre-service learning, setting, post-service evaluation and reflection at each stage of the development track of kindergarten teachers, while "Kindergarten - based" talent training mode advances reflection knowledge to the stage of pre-service education, which enables undergraduates to become familiar with the process of generating practical wisdom as soon as possible during their stay in school and shorten the professional adaptation period.

### **3.2 Thinking of Construction**

Integrating the three links of teaching, learning and evaluation, based on the idea of "one goal, two integration, three coordination, four-dimensional structure and five-dimensional evaluation" and aiming at promoting the generation of practical wisdom, this paper studies the construction of a targeted curriculum system, a systematic skill training system, a practical teaching system under the guidance of the concept of full practice and a training system for college students' innovative ability under campus + kindergarten "Kindergarten-based training mode" for preschool education major students. To cultivate high-quality applied talents in the field of preschool education who have good professional ethics, meet the needs of local economic construction and social development, and have solid professional skills, and achieve the ability of unity of knowledge and practice through repeated practice, trial, experiment and practice, and finally become preparatory teachers who can use what they have learned to solve problems in educational practice.

#### **4. "Kindergarten-based" Talent Cultivation Mode Based on Practical Wisdom**

The "Kindergarten - based" practice teaching mode for preschool education majors integrates all aspects of practice that generate practical wisdom into the practice environment of the "Kindergarten - based" mode, so that theory and practice can be effectively transformed in the concrete operation field of virtual and real interaction. The teacher regards the generation of practical wisdom as the ultimate goal of talent cultivation. therefore, a "Kindergarten - based" practice network should be formed, which takes the practice of virtual scenes in the school and the practice of the "Kindergarten - based" practice base as the core, and constructs the structure of "study, research, kindergarten and use". Through the improvement and adjustment of objectives, means, evaluation, procedures, the generation of practical wisdom is finally realized.

With the help of virtual reality and other multi-channel technologies and methods, teachers create an experimental teaching platform for pre-school education. They use and develop multi-dimensional and visual courses and contents, and follow the operating procedures of situation, problem, hypothesis, verification and reflection to promote students' experience of practical wisdom, multi-channel cognition, multi-situation observation and multi-site practice. At the same time, various methods are adopted to evaluate the objectives, contents, methods, processes and results of practical teaching in a process and result-oriented manner, and the evaluation results are continuously adjusted and improved to form a teaching mode based on empirical guidance, continuous reflection and cyclic practice wisdom generation.

#### **5. The Characteristics of "Kindergarten-based" Training Mode for Preschool Education Professionals Based on Practical Wisdom**

##### **5.1 Set up a goal**

This paper puts forward the theoretical viewpoint of overcoming the five thoughts and establishes the practical teaching goal of cultivating innovative preschool teachers with educational practical wisdom.

First of all, to overcome the idea that practical teaching is an adjunct to theoretical teaching or a separation between theoretical teaching and practical teaching; Secondly, to overcome the idea that practical teaching is low-level skill training; Thirdly, to overcome the idea that practical teaching is phased and scattered; Fourthly, to overcome the idea that practical teaching delays classroom learning.; Finally, to overcome the idea that practical teaching objectives only conform to career requirements.

Adopting the "Kindergarten - based" practical teaching method to form situational learning, supervisory practice and heuristic innovative practical teaching method, and adopting the "five paths" of "guiding, observing, shrinking, being helped and using" teaching, i.e. guiding students to realize autonomous and spontaneous learning; giving students visual experience; shrinking the real educational situation into the curriculum; being helped by real and virtual resources; integrating internal and external resources by using remote interactive system.

##### **5.2 Build a Campus + Kindergarten Real Scene Learning Mode**

###### **5.2.1 Build Two Integration**

The integration of colleges and kindergartens. Establish a "practical teaching base" with stable cooperative relations, establish a "kindergarten teacher development school" and construct a three-dimensional training mode of in-school training and out-of-school "Kindergarten-base"; Introduce excellent kindergarten teachers into university classes to become external tutors and

undertake some teaching tasks of practical courses.

The integration of simulation teaching and real field. Students "Kindergarten-base" and directly enter the "practical teaching base". College teachers and kindergarten teachers jointly organize practical teaching and implement the polished teaching design directly in the real field. And set up the network teaching platform, virtual experiments and other functions, so that students' learning time and space are flexible.

### **5.2.2 Create Three Synergies**

Collaborative development of virtual and reality. First, a VR virtual simulation platform will be prepared according to the teaching platform construction principle of "virtual reality interaction and mutual supplement". Second, use information teaching tools, all-round multimedia electronic piano teaching system, digital playing and singing system, etc., to improve students' learning efficiency. Third, an "air link" teaching platform has been established to realize independent development, resource sharing, interactive teaching, live classroom broadcasting, mathematics observation and remote training.

Collaborative development of inside and outside class. First, around the core accomplishment of students' professional ability, activities such as children's drama performance and research and development of teaching tools are carried out. Organize all kinds of competitions, such as the kindergarten teachers' professional ability competition, the children dance creation competition, etc. Second, increase the number of elective courses and implement students' personalized elective and practice.

Collaborative development of inside and outside campus. First, the linkage of the two teaching teams inside and outside campus jointly cultivates students' practical ability in both fields inside and outside campus. Second, the collaborative education between the on-campus practice sites and the off-campus practice sites, such as practice bases and social employing units. Third, use information technology to share practical teaching results with brother colleges and kindergartens.

### **5.2.3 Establish Community of Practice**

Establishing teachers' professional development school, building win-win mechanism and promoting the deep integration of colleges and universities are the general trend of practical teaching in normal education. Therefore, a "kindergarten teacher development school" was set up to let experienced kindergarten teachers and university teachers form a cooperation group to jointly be responsible for the training and guidance of pre-school professional students. Students generate practical wisdom through learning, setting, evaluation and reflection in the process of acquiring experience.

### **5.3 Adopt Four-dimensional Structure**

Create a Four - dimensional talent training path of learning, research, kindergarten and application. Four - dimensional structure and multi-party can create a talent training environment, jointly set up and reform courses, jointly undertake the teaching tasks of theoretical courses and practical courses, jointly promote the sustainable development of students' practical wisdom generation, and jointly promote practical teaching and research results.

### **5.4 Establish Five-dimensional Evaluation**

"Kindergarten - based" talent training mode reforms the evaluation method of practical teaching, establishes a five-dimensional evaluation system of objectives, contents, methods, processes and effects, and forms a management loop of teaching, evaluation, feedback, adjustment and improvement. In the evaluation of practical teaching content, the evaluation of innovative

consciousness, entrepreneurial ability and social service level should be added. In the evaluation of practical teaching methods, attention should be paid to the appropriateness of practical teaching methods and the pertinence of solving practical problems. In the evaluation of the practical teaching process, attention should be paid to the whole process. Finally, attention should be paid to the response to the goal, the adjustment to the content, method, process and the reflection to the effect.

The "Kindergarten - based" preschool teacher training model based on practical wisdom focuses on the difficulties and emphases of practical teaching in the process of personnel training, and gives full play to the advantages of deep integration between colleges and kindergartens to cultivate high-quality applied talents in preschool education with solid professional skills, excellent practical ability and outstanding innovation ability.

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