

Research on the Orientation of Vocational Training of New Preschool Teachers Based on Balanced Development of Education

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Abstract: under the background of the national overall planning of urban and rural development, the balanced development of pre-school education has become a hot issue. The training of new teachers in pre-school education should be oriented to the preschool education market, strengthen the occupation, and take “production” as the guiding point. It is necessary to highlight the specialty of preschool education, strengthen the skill and take “learning” as the supporting point. The current pre-school education reform also puts forward higher requirements for the professional ability of pre-school teachers. This paper analyzes the current situation of preschool teachers, and puts forward the relevant research on the ways to promote the construction of the pre-school teachers in China, hoping that the research results can play a positive role in promoting the construction of the pre-school teachers in China.

1. Introduction

Vocational colleges have become the main front for the training of preschool teachers. Vocational colleges need to understand the particularity of pre-school education specialty, continuously strengthen the construction of pre-school education teachers, and improve the professional practice ability and scientific research ability of pre-school education specialty teachers, so as to cultivate more highly skilled preschool teachers [1]. Under such circumstances, the training of pre-school teachers needs to meet this demand. The establishment of pre-school education majors in normal colleges and universities in various cities undoubtedly plays an important role in easing the pressure on pre-school teachers [2]. In the development of pre-school education, under the current environment that emphasizes relatively balanced resources, ensuring the balanced development of teachers is the most important thing to improve the teaching quality of pre-school education, and it is also the starting point to embody educational fairness. The situation of preschool teachers directly affects the development of preschool education in our country. In recent years, the scale of pre-school education in our country has been expanding and the number of people in the kindergarten has been increasing. It has entered a period of rapid development of pre-school education [3]. However, at the same time, the problem of unbalanced development of pre-school education is increasingly prominent, which is far from the current concept of educational equity. This article only makes an analysis and research on the demand and supply of preschool education teachers, hoping to be helpful to the construction of preschool education teachers.

2. Interpretation of the Concept of Educational Balance

Education is regarded as an important way for the development of human civilization and cultural inheritance as well as an important medium for the realization of personal values. Therefore, educational fairness has increasingly become the basic value embodiment and pursuit of modern civilization. Balanced development of education has thus become the basic principle for many countries to formulate and implement their own educational policies. Through the formulation and adjustment of policies and the allocation of resources to provide relatively equal educational opportunities and conditions, to achieve a relatively balanced educational effect with an objective and fair attitude and scientific and effective methods, the core pursuit is to achieve a relatively balanced allocation of resources [4]. Liu shengdi scholars have further interpreted the balanced

development of early childhood education, believing that the balanced development of early childhood education pursues not only quantity growth but also quality improvement [5]; it does not mean equal development between regions and kindergartens, but should be understood as a process of gradually narrowing the gap between regions and kindergartens on the premise of the overall sustainable development of early childhood education. Some scholars also believe that educational balance essentially refers to the ideal of equal treatment of educational institutions and educated persons in educational activities and the educational policies and legal systems that ensure their practical operation under the control of the educational fairness thought and the educational equality principle. From a practical point of view, the balanced development of early childhood education is mainly reflected in three aspects: first, the equality of educational opportunities, that is, the right-age children have the opportunity to receive education, which is mainly reflected in the admission rate. Second, the educational process is equal, mainly reflected in the equal allocation of resources. Third, the educational results are fair, that is, every child should reach the basic standard after receiving education [6].

3. Difficulties Faced by Balanced Development of Preschool Education Teachers

3.1 The Number of Kindergarten Teachers is Insufficient and the Allocation of Teachers is Unreasonable

Through the investigation of many kindergartens, the study found that the number of teachers is generally insufficient, mainly manifested in the unreasonable allocation of kindergarten teachers [7]. Due to the needs of social development, the demand for preschool education market has increased, and the conditions for running schools are relatively easy. The scale of private kindergartens has expanded rapidly for a while, resulting in a further increase in the shortage of preschool education personnel. Having good hardware facilities can provide a good external environment for children's learning. However, equally important is the software, which seems to be more hidden, but in fact has a greater impact on young children. Therefore, the quality of teachers cannot be effectively guaranteed, which is one of the main reasons for the low entry threshold for preschool teachers. Private pre-school education institutions do not have particularly high standards for teachers' entry. Teachers who have received pre-job training or not can enter the teaching staff. The survey results show that the teaching staff of rural pre-school classes are not very optimistic. On average, there is only one teacher in each class in the three rural kindergartens under investigation, which shows that there is a serious shortage of teachers and the allocation is extremely unreasonable. It is urgent to increase the number of teachers specialized in pre-school education.

3.2 The Structure of Pre-School Teachers is Unreasonable, Especially the Educational Background and Knowledge Structure Are Not Balanced

The unreasonable structure of kindergarten teachers is mainly manifested in the imbalance of educational background structure and knowledge structure. The unbalanced development of educational background structure is highlighted in kindergartens in rural areas, with 70% of kindergarten teachers having the highest educational background in secondary normal schools and 30% of teachers having junior high school or high school educational background [8]. Teachers' academic qualifications and professional titles actually reflect teachers' quality, which mainly includes teachers' teaching level, teachers' knowledge and cultivation, teachers' teaching concepts, etc. These factors actually exert subtle and incalculable effects on children's growth at a deep level, and even affect children's life. In addition, the park staff are reluctant to recruit enough teachers to meet the staffing requirements in order to save expenses due to commercial interests.

From the perspective of the admission rate between urban and rural areas, the county town has the highest admission rate, followed by the city, and the countryside has the lowest admission rate, which reflects the huge difference between urban and rural areas. From Table 1, we can also find that the admission rate of counties and towns is higher than that of cities, which is a noteworthy phenomenon at present.

Table 1 Urban and Rural Admission Rate in 2017

Admission rate/%	
The whole country	58.91
City	62.33
County town	75.18
countryside	45.96

Note: Data are from China Education Statistics Yearbook 2017 and China Statistics Yearbook 2018.

The most direct impact caused by the shortage of preschool teachers is the poor quality of education. Therefore, the amount of educational funds fundamentally determines the quality of a school and the level of education in a region. In order to solve this problem, the country has issued a series of documents and implemented a series of major measures: the third plenary session of the 16th CPC central Committee put forward the development concept of “five overall plans” and put “overall planning of urban and rural development” in the first place. The imbalance in the knowledge structure of preschool teachers is mainly manifested in the outdated contents of professional knowledge and the singleness of teaching methods of the rural teachers surveyed. However, city teachers are more innovative in professional knowledge and flexible in teaching methods. Obviously, the quality of such teaching and management mode is difficult to guarantee. In short, the shortage of professional kindergarten teachers is the main factor that causes the imbalance in preschool education.

3.3 The Inclination of the Policy Has Affected the Balanced Development of Kindergarten Teachers

In recent years, the rapid development of pre-school education has received great attention from parents and education departments. In order to develop a group of excellent kindergarten teachers and make them play a leading and exemplary role, many kindergarten teachers' graduates prefer to apply for employment in kindergartens with good location, environment, conditions, treatment and development prospects. Even if you temporarily choose a garden with poor conditions to work in, its future mobility will be very large, thus causing a large number of unqualified personnel to flow in here. Although compulsory education has been fully popularized in our country, on the whole, the problem of unbalanced development between urban and rural areas still exists, and the phenomenon of limited educational resources and uneven allocation of resources coexist [9]. The inclination of the policy has indeed enabled these kindergartens to develop rapidly and healthily. However, this has also brought about an imbalance in the development of kindergartens, mainly between urban and rural kindergartens, especially in the development of kindergarten teachers. After all, the development of pre-school education needs a strong team of teachers to support. The purpose of training professional core courses is to enable students to understand the contents of early childhood education and care work, have professional ideals, and understand the goals, tasks, contents, requirements and basic principles of kindergarten education in China. Pre-school education is the foundation of basic education. Since the overall development of society includes the overall development of education, it also includes the overall development of pre-school education. If the facilities are complete and the environment is beautiful, the children's growth will also have a good external environment. However, at present, this imbalance in the allocation of educational hardware facilities is particularly obvious.

4. Countermeasures for Promoting Balanced Development of Professional Training of New Teachers in Preschool Education Major

4.1 Reasonable Allocation of Teachers, Optimization of Teacher Structure, Pay Attention to the Connotation of Development

Reasonable allocation of teachers, optimization of teacher structure, pay attention to the connotation of development, first of all to ensure that there are enough teachers, that is, we often

say to solve the problem of shortage of kindergarten teachers. Teachers should not only teach children to cultivate knowledge and skills in classroom teaching, but also pay special attention to improving students' moral cultivation and personality quality. In skills competitions, teachers should also cultivate students' manners and other aspects, so as to cultivate high-quality skilled kindergarten teachers.

Education funds are the most important source to maintain the normal operation of a school. Therefore, the amount of education funds fundamentally determines the quality of a school and the level of education in a region. In recent years, the state's investment in education has continuously increased, but in fact, the state's investment in education has not been sufficient for a long time, and due to the differences in the level of regional economic development, the average education expenditure per student also shows great differences. From a macro perspective, the imbalance between regions and provinces is a concrete manifestation of this difference. Table 2 below shows the average funding for pre-school students from different regions in 2018.

Table 2 in 2018, the Average Funding for Pre-School Students in Different Regions (Yuan)

	Average education expenditure per student	Education funds within the budget per student
The whole country	1893.25	1393.14
East	1863.12	1093.77
Central	456.81	891.45
West	567.11	723.12
Northeast	934.25	610.45

Note: Calculated according to relevant data of “2018 China Education Funds Statistics Yearbook” and “2018 China Education Statistics Yearbook”.

On the basis of mastering the basic theory, basic knowledge and skills of professional compulsory courses, students selectively learn professional elective courses, which is helpful to cultivate students' personal interests and expertise and further improve their knowledge structure. Specifically, teachers with relatively high academic qualifications and teachers with relatively novel knowledge structure are mainly concentrated in urban kindergartens, which requires relevant departments to pay more attention to the training of kindergarten teachers, especially the pre-employment, in-service and post-employment training of rural teachers. To train them into qualified social and professional people, who have both healthy body and mind and the ability to engage in practical work of pre-school education; It is necessary to serve pre-school educational institutions and provide them with specialized talents to ensure the improvement of the quality of pre-school education and guarantee the lifelong sustainable development of pre-school children. Vocational ability is a more important requirement, such as experience, such as professional sensitivity and in-depth understanding of children's special growth period. Through the practical training of professional skills, as well as the exploration and research activities combined with learning and practice to promote the improvement of ability, eventually grow into qualified professionals required by the occupation.

4.2 Highlight the Specialty of Preschool Education, Strengthen the Skill, and Take “Learning” as the Supporting Point

The vocational training of new teachers in pre-school education should highlight the characteristics of preschool education, strengthen their skills and cultivate skilled professionals. In order to enable graduates to have practical work skills and adapt to work after entering their professional careers, they must take “learning” as the supporting point. To achieve a relatively balanced teaching force, first of all, they must ensure the reasonable flow of teachers, especially the “zero flow” of outstanding backbone teachers in rural areas and the reasonable flow of outstanding backbone teachers in cities to weak kindergartens (especially rural kindergartens) on a regular basis. Students can be guided to further master the basic methods of carrying out research in practice and know how to find practical problems by combining small projects, graduation theses and participating in teachers' scientific research activities. Preschool children have their specific age characteristics and special requirements for teaching and protection in their life-long development.

They are naive, lively and active. They lack the simple ability to take care of themselves and stand on their own feet. Their education should take care of them first and attach equal importance to education. Their forms should be flexible and changeable. In fine arts, they should have the ability to create kindergarten environment, guide children to draw and make teaching aids. In addition, it is also possible to actively promote the sharing of high-quality resources to realize the reasonable flow of city teachers to kindergarten teachers in the form of docking between urban and rural areas through regular fixed-point delivery of excellent teachers, especially some outstanding young and middle-aged teachers to work in rural schools.

4.3 Clarify the Specialization of Teachers and Lay a Solid Theoretical Foundation

Teachers are specialized personnel who perform educational and teaching work. Teachers' specialization is the objective requirement of educational and teaching work. The training of new teachers in pre-school education is mainly the professional preparatory education for pre-service teachers, and of course, it can also include the orientation education for some new teachers. Through educational practice activities, students can fully understand all aspects of kindergarten work, stimulate students' enthusiasm for pre-school education, consolidate professional thinking and improve students' professional practice ability. Most of the changes of preschool education teachers take place in some kindergartens with remote regions, backward economy, difficult conditions and private nature. From the perspective of teachers' professional titles, there are also differences between urban and rural areas, but this difference is mainly between urban and county towns and rural areas. The staff is fine. Even if the non-staff kindergarten teachers are not poor in academic qualifications and professional abilities, their wages and salaries are far different, although their workload may far exceed that of teachers in other kindergartens. To guide students to think in practice, to observe and think in comparison with theories, to learn not only direct experience but also thinking problems in practice, to observe, compare, judge and evaluate their own and others' educational behaviors and skills consciously according to theoretical knowledge, to think more consciously, and to train the habit and ability of conscious reflection. Strengthen the innovation of educational skills and its application in practice, take "research" as the promotion point, study modern advanced educational theories, study educational skills under the guidance of theories, and improve the application level of theories and the innovation level of skills.

4.4 Training Skilled Teachers and Implementing "Learning by Doing"

The effective way to effectively transform theoretical study and skill study into practical knowledge and ability is to learn by doing. One is to combine the theory of "living" with practice. At the same time, we can also consider building a kindergarten community to realize the reasonable flow of excellent teacher resources. Preschool education does not have the same pressure and requirements on teaching results as primary and secondary schools, and the regulatory pressure it faces is not that great. Among them, public kindergartens and private kindergartens are subject to different binding forces in terms of supervision. In order to ensure the balanced development of pre-school teachers, vocational retraining of pre-school teachers is a very important task. Relevant training activities and teaching and research activities should not only be carried out like primary and secondary schools, but also be institutionalized, standardized and routine. In practice, "live" with theory. To guide students to think about its essence through actual phenomena in practice, to understand the true meaning of theory, and to have sufficient opportunities for them to participate in various practical activities and to apply theory flexibly. It emphasizes the combination of theory and practice in the aspects of curriculum content and curriculum implementation, and advocates case-based and participatory teaching so that students can improve their professional ability in learning and doing. Try to use professional theories to carry out practical research, verify others' advanced educational skills, try to innovate educational skills, develop educational toys and educational software, boldly propose and design original educational skills and educational products, and make them standardized and scientific through research, and directly apply them to pre-school educational institutions, etc.

5. Conclusion

The unbalanced development of pre-school education has become the bottleneck for the further development of pre-school education in our country. Therefore, to change this unbalanced situation and to realize equal educational opportunities and equity to the greatest extent should be the starting point and goal for the next policy formulation. In the current situation that the government does not have sufficient economic basis to fully include preschool education in the scope of free and compulsory education, mobilizing all sectors of society to vigorously develop preschool education has become one of the main ways to achieve balanced development of preschool education. Professional teachers in colleges and universities should not only guide students to carry out practical and research activities in various pre-school educational institutions, but also carry out research projects in close cooperation with pre-school educational institutions. In short, by strengthening the training and exchange of pre-school teachers, the quality of pre-school teachers can be gradually improved, which is conducive to the balanced allocation of pre-school teachers' resources and promotes the overall balanced development of pre-school education.

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