

Investigation and Research on the Status Quo of Professional Training of Preschool Education Majors in Secondary Vocational Schools

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Abstract

At present, China is in a period of rapid development of comprehensive national strength and science and technology, and people have put forward higher requirements for preschool education. In our country's basic education curriculum system, preschool education is still in a relatively weak link. With the opening of the second child policy, the number of teachers in kindergartens is insufficient, and the degree of specialization of teachers is not high, which not only fails to meet the actual needs of society, but also Unable to meet the country's requirements for the development of preschool education. This study, through the discussion of the training of preschool education professionals in secondary vocational and technical schools, is supported by relevant theories, and analyzes the current situation of the training of preschool education professionals in secondary vocational schools, and puts forward corresponding implementation suggestions.

Keywords

Secondary vocational school Preschool education, Cultivation of talents, The investigation and study.

1. Introduction

At present, the development of preschool education in China has formed a variety of levels, a variety of training models, the study of preschool education theoretical knowledge is mainly for master's and doctoral education, as well as the future training of undergraduate students and specialists in kindergartens Health education. At present, the talents that kindergartens are more eager for should be preschool education students who love children, love preschool education, have certain education and teaching ability, are positive and optimistic, and are willing to work in kindergarten for a long time. As a base for training pre-school education professionals, pre-school education has a huge mission to meet the needs of society. Among them, the development of pre-school education in secondary vocational schools is one of the more urgent nodes. The setting of curriculum, the updating of classroom teaching content, and the formulation of talent training programs are of great significance to the cultivation of talents based on secondary vocational schools.

2. Analysis on the Problems of Training Professional Talents in Preschool Education in Secondary Vocational Colleges

2.1. The Goal of Training Is Not Clear Enough

Secondary vocational education is the combination of the knowledge base and vocational education of secondary vocational students, and it is indispensable for the education of students' basic knowledge and vocational skills. Generally speaking, the "speaking, singing,

playing, and jumping” that kindergarten teachers should have is called artistic skills. The emphasis on these artistic skills can make the students of preschool education in secondary vocational schools more competitive. In the kindergarten teacher qualification examination or the open recruitment of kindergarten institutions, the re-examination process generally includes the lecture section and the talent show. The excellent artistic skills will have certain advantages in the competition, but in addition to the artistic skills, the kindergarten teachers should also include basic teaching skills, such as observation ability, communication and cooperation skills, etc., in which basic teaching skills should be a key part. The vocational colleges pay too much attention to the cultivation of artistic skills. It is not representative of the training of qualified kindergarten teachers. The excessive emphasis on the cultivation of artistic skills will lead to a reduction in the time of theoretical knowledge courses and educational skills courses to a certain extent. The hidden ability in China has been neglected, causing the phenomenon of putting the cart before the horse, which violates the training law of preschool education. Therefore, for the cultivation of art skills courses, appropriate principles should be implemented and should not be overemphasized.

2.2. There Are Drawbacks in the Curriculum

Respecting teachers and teaching is the fine tradition of the Chinese nation. As a guide for students, teachers have a great influence on shaping students' lofty ideals and ideals. Therefore, the professional ethics of teachers is very important. The famous thinkers and educators in ancient China pay great attention to the professional ethics of teachers, from "learning and not being tired, to tireless" to "preaching, teaching, and confusing" to "using the world to practice, and practice more." With moral education, peach and plum fragrance, the construction of teachers' morality is long-term and long-term. As a preschool education worker, the professional ethics of teachers is particularly important. The key period of growth and development of early childhood poets, the distinctive feature of children in this period is that they have strong imitation ability. Teachers' words and deeds can play a subtle role for children. Good behaviors are beneficial to young children. grow healthy. Therefore, the professional ethics of kindergarten teachers is especially critical. "Professional Standards for Kindergarten Teachers" is based on the principle of "being a teacher's morality first". At the same time, "professional philosophy and teacher's morality" is the first dimension of the basic content of teachers' professional standards. It is required that kindergarten teachers must love preschool education. Respect young children, love young children, and become the enlighteners and guides for their healthy growth. Therefore, the institutions that carry out the training of preschool education professionals should also strengthen the professional ethics education of kindergarten teachers and raise the professional ethics of students.

2.3. The Lack of Understanding of the Actual Needs of Students Is Lacking in the Development of Preschool Education Personnel Training

First of all, the course content should be in line with the actual situation of the students. Influenced by the concept of "high school fever", "university style" and contempt for vocational education, in the process of diversion of education, the students enrolled in secondary vocational colleges have a poor foundation in cultural courses compared to ordinary high school students. Learning methods, study habits and even Learning motivation will be worse than ordinary high school students. The courses that are deeper, harder and heavier cannot meet the actual situation of the students. At a certain level, they will become the burden of the students, causing psychological pressure on the students, making them more tired of learning and losing their interest in learning. Therefore, we can not pursue the profound theory in the aspect of curriculum setting, but propose specific operational behavior requirements for the problems in the learning process. The pictures and texts are simple and intuitive. Secondly, talent training should take into account the personality characteristics of students. The

development of modern preschool education requires different personality characteristics and preschool education talents with different expertise, such as language, art, and sports. On the basis of allowing students to develop in an all-round way, the curriculum is designed to take into account the personality characteristics of students, develop individuality, and enable students to learn and develop, and can adapt to the situation and needs of keeping up with the development of early childhood education. Again, it is more important to prepare students for follow-up study and employment. For students, the study of pre-school education in secondary vocational schools may be only a stage in their life development, which requires more continuous learning and development. Therefore, when we are planning the training of talents, we must always pay attention to the three basic needs of their development in the future, that is, as the development needs of human beings, as the development needs of a young educator, as a secondary education educator. Development needs. According to these three aspects, the cultivation of talents can lay a solid foundation for helping them to promote their healthy personality, improve their cultural development, improve their life development and the professional development of their teachers. In addition, students who are currently pre-school education students will become teachers in the future. In the process of talent cultivation, there should also be some courses that can gradually enhance their awareness and basic qualities as teachers and let them go to work. Posts can also cope with calm and positive performance.

3. Conclusion

3.1. Establishing Talent Training Goals Based on "Professional Standards for Kindergarten Teachers"

"Professional Standards for Kindergarten Teachers" (referred to as "Professional Standards") is a standard specially introduced to promote the professional development of kindergarten teachers and build a high-quality kindergarten teachers. The "Professional Standards" is based on the "People's Republic of China Teacher Law" and was promulgated by the Ministry of Education in 2012. It fully introduces the professionalism and particularity of kindergarten teachers. Kindergarten teachers are specialized personnel who have the main responsibilities in all the education work of kindergartens. They need to undergo very strict training. Kindergarten teachers should have good professional ethics and be able to master all the professional knowledge and professional skills needed in kindergarten education and teaching activities. skill. "Professional Standards" is the basic norms and requirements for the professional quality of qualified kindergarten teachers. It is also the basic norm for guiding the professional development of kindergarten teachers. It is also an important reference for kindergarten teachers' entry, work, training and assessment.

3.2. Promote the Optimization and Improvement of the Curriculum Structure

The main objectives of the professional theory course are to improve students' theoretical guidance, education and teaching skills, and to develop students' professionalism and sustainable development skills. Guided by theory and practice, the improvement of the educational theory knowledge course will directly affect the students' future education and teaching concepts, teaching attitudes and teaching methods. Pre-school education courses will enable students to establish a correct view of children and modern education; cultivate students' professional emotions and professionalism, so that students have the professional education knowledge necessary for children's education, and learn to use professional knowledge to examine educational practices. Ability to discover, analyze, and solve problems. In short, the theoretical knowledge course of preschool education is the core course for cultivating the professional literacy and professional sustainable development ability of preschool teachers. The educational theory courses for secondary vocational preschool education should include: Child Development; Child Cognition and Learning; Special Child

Development and Learning, History of Education Development; Philosophy of Education; Curriculum and Teaching Theory; Principles of Preschool Education; Early childhood psychology, early childhood education, design and practice of kindergarten activities. These courses play an important role in the education and teaching ability of students and the formation of professional sustainability in the future. Therefore, it is necessary to increase the number of courses in the theoretical courses of education, and to make them perfect, systematic, and play the most important role in promoting the best results.

3.3. The Training of Talents in Preschool Education Should Take Into Account the Actual Needs of Students and Society

The general train of thought for the training of preschool education professionals in secondary vocational colleges should be: First, for each vocational college to formulate corresponding training objectives and teaching plans, it is necessary to always carry out accurate professionalism based on the training objectives of the preschool education majors. Orientation, expand the curriculum content of pre-school education, and improve the curriculum structure of pre-school education. Secondly, it is necessary to focus on the implementation of the pre-school education curriculum, focusing on the "cultural curriculum, the professional curriculum as the theme, the cooperation of the 'garden' school, the combination of theory and practice", and the teaching skills of pre-school students. The training, increase the setting of theoretical knowledge, education and teaching training, etc., make the professional skills class and the theoretical class equal, strengthen the emphasis on the education and teaching practice, strengthen the education of students' professional ethics, and enable the students of secondary vocational colleges to Better to get better development in the future career path or study path.

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