

# On The Reform of Talent Training Mode of Preschool Education Major in Higher Vocational Colleges under the Background of National Examination of Teacher Qualification Examination

## -- A Case Study of A Higher Vocational College in Heyuan

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### Abstract

The preschool education specialty in higher vocational colleges is the cradle of nurturing excellent preschool teachers. The talents they cultivate are an important part of the teaching staff of preschool teachers in China. The quality of training talents not only directly affects the professional level and overall quality of preschool teachers in China, but also concerns the healthy growth and fate of early childhood education in China. However, in the background of national examination of teacher qualification, the preschool education major in higher vocational education faces great challenges and threats in the selection and training of talents. Based on this, this paper systematically analyzes the problems of the pre-school education professional talent training mode in higher vocational education, and puts forward some ideas on the reform of talent training plan, curriculum content and curriculum evaluation, in order to provide reference and guidance for the reform of the mode of pre-school education.

### Keywords

Teacher qualification certificate; National examination; Higher vocational preschool education major; Talent training.

### 1. Introduction

In order to strengthen the construction of teachers and strictly control the access, the Ministry of Education issued the standards for the qualification examination of primary and secondary schools and kindergarten teachers and the Interim Measures for the qualification examination of primary and secondary school teachers (hereinafter referred to as the "measures") in July, 2011 and August 2013 《 Article 10, 13 and 14 of the methods respectively stipulate that "the teacher qualification examination includes written examination and interview. The written examination subjects of kindergarten teachers qualification examination are comprehensive quality and teaching knowledge and ability. The interview mainly examines the applicant's basic professional knowledge cognition, psychological quality, instrument politeness, speech body expression, ideological and moral quality, as well as the basic professional quality of teachers and the curriculum design of classroom teaching, implementation of teaching scheme The basic skills of classroom teaching, such as education performance evaluation. "

According to the spirit and requirements of the measures of the Ministry of education, normal students of full-time normal colleges and universities who have entered the school since 2016 need to take the unified examination of national teacher qualification certificate to obtain the teacher qualification certificate 《 The introduction of the method breaks the mode that the graduates of preschool education can apply for the qualification certificate of preschool

teachers directly by simply obtaining Mandarin certificate and passing the pre-school psychology and pre-school education curriculum examination. From the results of the implementation of the measures for several years, although the passing rate of the preschool teachers' qualification examination varies in different regions and universities, the overall pass rate of students participating in the qualification examination of preschool teachers is not high in the whole education stage. According to the data of the Ministry of education, in the pilot implementation of the first two years, we organized four national examinations for college students, with a passing rate of only about 27.5%. Many candidates need to experience at least twice a year, or even multiple examinations to get the qualification certificate of preschool teachers.

The reform of teacher qualification examination puts forward new requirements of the times for the teacher education training mode. Therefore, it explores and practices the training mode of the professional talents in the pre-school education of higher vocational education, and actively adapts to the development needs of the current reform of the system structure of teacher vocational education and related professional school teachers qualification examination, It is of great historical and practical significance to cultivate senior and qualified vocational teachers of pre-school education.

## **2. Problems in the Current Talent Training Mode of Preschool Education in Higher Vocational Colleges**

### **2.1. The Talent Training Plan of "Making Cars Behind Closed Doors"**

The talent training program is the template of the training of the normal professional talents. The scientificity of the template directly affects the quality of talent training. It is understood that the pre-school education major did not conduct extensive research on this when formulating or revising the talent training program, that is, it did not understand and grasp the talent demand trends in the industry, nor contacted the same majors of brotherhoods to exchange the experience of talent training program formulation or revision, but directly "fried old rice". Although the talent training program of preschool education major in this college has been revised every year, it is mainly to complete the tasks stipulated by the school. The attention of the colleges and relevant teachers of the major is not high. Only the professional director "one shoulder" completes the task of revising the talent training program. Comparing with the 2018, 2019 and 2020 talent training programs of this major, the author finds that the training objectives, competency requirements and curriculum settings of the major are almost unchanged, and 11 of the 22 major courses are art courses.

### **2.2. The Curriculum Structure System and the Derailment of the National Examination**

After the reform of the national examination system of teacher qualification examination, the content of the test not only involves the basic knowledge of pedagogy, psychological x-learning, but also includes the basic theories, professional norms, basic literacy, class management skills and basic knowledge that teachers should possess in their occupation, such as professional cognition, psychological quality, courtesy of instrument The basic literacy of speech exchange, expression, thinking character and other aspects is proposed to be the basic knowledge of all fields of teachers and the ability of design, implementation and evaluation of classroom teaching. Under the circumstances, the national examination of preschool teachers' qualification includes not only the basic knowledge assessment, but also the knowledge and technology, comprehensive quality and interview of preschool teachers. Among them, the knowledge and skills of the protection of education cover the development of preschool children, the principle of preschool education, life guidance, game project guidance, and the

organization, implementation and evaluation of various educational projects. The comprehensive quality covers the knowledge content mainly includes professional ethics, psychological quality and teaching skills. But the national examination interview of the qualification certificate of our country preschool teachers includes the structural interview and lecture.

The examination questions are selected from the database of teacher qualification examination published by the Ministry of education. The expansion of the scope of examination objectively requires normal colleges to offer corresponding courses. Through investigation and analysis, it is found that the existing talent training program has some problems, such as not fully adapted to the content module of qualification examination, the lag of the setting time of major courses, the low proportion between skill courses and subject courses, which restrict the further improvement of the quality of talent training.

### **2.3. The Implementation and Evaluation Form of the Course Is Out of Date**

Teaching activities are the basic way and main means of curriculum implementation, and it is a process of putting the concrete curriculum plan into practice and achieving the expected purpose. The examination of teacher qualification is aimed at testing whether students can comprehensively apply the knowledge of the subject to analyze and solve the practical problems. The teacher of this course focuses on the teaching of theoretical knowledge of the course when teaching the professional course, and mainly in the form of direct teaching. Although it has practice, the proportion is low. And many teachers in classroom teaching can not consciously infiltrate the relevant knowledge and content of national examination into students, for example, when teaching new knowledge points, they can not consciously resolve the key difficulties of national examination, clarify the test points, insert some real problems in the national examination or penetrate some national examination questions in the practice.

It has a certain guiding and promoting effect on the teaching evaluation of each course. After the reform, the national examination pays more attention to the scientific training and comprehensive evaluation of students' comprehensive quality ability, and focuses on the examination of specific teaching case design. It is difficult to pass the examination only by mechanical memory. Therefore, the national examination pays more attention to the knowledge and practical application ability of examinees in their major. From the analysis of the curriculum standards of the pre-school education major courses, the traditional written examination is the main course assessment, and the examination type and content module are not connected with the "national examination".

## **3. Some Ideas on the Reform of the Training Mode of the Pre-school Education Professionals in Higher Vocational Colleges**

### **3.1. Optimize Talent Training plan**

The national examination greatly improves the difficulty and threshold for applicants to enter the professional and technical teachers team. The optimization of talent training program can be designed on the top level according to the needs and conditions of various factors such as training objectives, training specifications, study years, graduation qualification, etc, It can not only achieve the goal of professional technical education and training better, but also help to take into account the examination of professional and technical teacher qualification certificate. The survey found that nearly 90% of the students in preschool education were anxious about the national examination of teacher qualification certificate, and expected to pass the written examination of national examination in the second semester and the first semester of junior high school. In this regard, the new revised talent training program can adjust the time and order of the main courses. Therefore, the most important basic courses in major, such as pre-

school education and pre-school psychology, are to be opened after freshmen enter the school. Other major courses are opened in accordance with the relationship between them in order to ensure that normal students can basically finish the major courses before they take part in the national examination in the second half of the year, In the first half of the third year of the year, all the students finished the main courses when they took part in the national examination.

In addition, in order to ensure the correspondence between the course and the examination module in the training scheme, if the course in the training scheme does not have corresponding module in the examination syllabus, the course can be reduced or stopped. If the module in the examination program lacks the corresponding courses, it is necessary to add the course to the talent training program. Therefore, when revising the talent training plan, the feasibility and necessity of adding courses such as professional ethics, case analysis and research can be evaluated, so as to realize the mutual correspondence between the courses and examination modules in the talent training plan. At the same time, the value of the professional elective courses should be reflected in the training plan. There are many individual differences between the professional qualities of normal students, and the actual situation of students should be fully considered in the training plan. In view of the requirements of various subjects in the qualification examination syllabus of teachers and the short board of the comprehensive quality of normal students, the talent training plan should fully reflect and set up elective courses related to professional knowledge and Vocational Technology for students to take the elective courses.

### **3.2. Build the Training System for the Assessment of Skills Up to Standard**

Educational training is a skill training for students to carry out on the platform of simulation practice under the guidance of professional teachers and according to the specific requirements of talent training objectives. Under the background of the reform of the national examination of the qualification examination for preschool teachers, the theory and practice of the training of applied preschool teachers should be "both hands should be grasped and both hands should be hard", so as to improve the comprehensive ability of preschool teachers in various types of posts, strengthen the practical training of educational knowledge and highlight the skills training of pre-school normal students. In view of the key points of the qualification examination for preschool teachers are to assess the students' teaching design ability and non student simulation class level, to assist in the assessment of the basic skills of kindergarten teachers such as song performance and story telling of children, we need to integrate the teaching practice in class with the relevant training of the comprehensive platform, and carry out teaching work in a two wheel drive way.

In addition, in order to gain the expected teaching effect of comprehensive training, several credits related to comprehensive quality can be set in the talent training program to guarantee the teaching effect of practical training by compulsory assessment. Through the training of internal and external training and simulation platform training with enough intensity and difficulty, the students' education and teaching skills training can reach the expected task goal of talent training.

### **3.3. Promote Learning Through Examination and Enrich the Way of Curriculum Assessment**

In order to meet the needs of the change of the form and content of the national teacher qualification examination, the reform of the traditional written examination method should also be put on the agenda. The relevant professional courses should be in line with the national examination in terms of examination category, content module and its proportion. To establish relevant test questions database, promote learning through examination, supplemented by offline and online practice, and in response to the interview mode of combining structured interview and scenario simulation of teacher qualification examination, we can make full use of the actual training teaching conditions of the school, such as micro classroom, and carry out

micro teaching links, The emphasis is on strengthening the training of teachers' professional skills for the students of preschool education and conducting the assessment one by one in the form of national examination.

In addition, the evaluation methods should be diversified. The evaluation method can be combined with quantitative evaluation and quality evaluation, diagnostic evaluation, formative evaluation and final evaluation are matched with each other, and various ways of evaluation can be conducted through listening to lectures, questionnaire survey and other diversified evaluation methods. Written examination should be kept the same as qualification examination in content, selection category and evaluation standard, so that the students of preschool education can understand and fully understand the knowledge related to national examination in ordinary teaching.

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