

Difficulties and Countermeasures of Preschool Education Development in Relocation Poverty Alleviation Concentrated Areas Countermeasure Research

Xiuying Wei

Qiannan national preschool teachers college, Guiding, Guizhou, 551300, China

Abstract

Relocation for poverty alleviation in other places is an important way to implement the basic strategy of targeted poverty alleviation and poverty alleviation, which is important for realizing the goal of Poverty Alleviation under the current standard. The goal of poverty alleviation for the rural poor is of great significance. The education of young children in the relocation area of poverty alleviation is the key to the relocation of poverty alleviation workers. As an important part of the work, this paper takes the kindergartens in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County as an example to explore the current situation of the relocation of kindergartens in China. The plight of poverty alleviation and relocation in the development of preschool education. Through field research, it is found that Sandu Shui Autonomous County has relocated to poverty alleviation. The difficulties faced by kindergartens in the concentration area are mainly the shortage of preschool teachers, the difficulty of home cooperation, the weak interaction ability between teachers and students, and the management level. And the low quality of teachers. Based on the dilemma, it is suggested to pay attention to the training of preschool teachers and improve the number and quality of teachers; Raising parents' awareness. Level and promote the benign interaction of home; Strengthen the communication and interaction between teachers and children to promote the appropriate development of children; Strive to improve the management level, and Strengthen the training of college teachers to improve the plight of the development of preschool education in the relocation and poverty alleviation concentrated areas.

Keywords

Relocation for poverty alleviation; Preschool education; Development and dilemma.

1. Raising Questions

"Preschool education is the initial stage of basic education and the foundation stage of school education and lifelong education. The healthy growth of individuals, the happy life of families and the high-quality development of national education all play an important role, Striving to make every child enjoy 'quality' preschool education is the new goal of the new era. " [1] Educational equity. We should start from paying attention to preschool education. With the development of social economy, people have deeply realized the importance of preschool education importance. In recent years, our government attaches great importance to the development of preschool education and has issued a series of education policy laws. Rules, Such as the national medium and long-term education reform, several opinions of the State Council on the development of preschool education, and education. It has greatly promoted the development of preschool education. On May 6, 2021, the Department of education of Guizhou Province issued a document entitled "improving the relocation" The management level and education and teaching quality of schools in poverty alleviation and relocation resettlement

sites give priority to the inclusion of schools in resettlement sites into public schools. This paper is based on the fact that the state attaches great importance to preschool education in areas where poverty alleviation and relocation are concentrated. Under the background, through the preschool education in the relocation area of Sandu Shui Autonomous County, from the head of the kindergarten, teachers, Parents conducted comprehensive and in-depth research at three levels to understand the development of preschool education in areas where poverty alleviation and relocation are concentrated. The difficulties faced by the exhibition, and put forward operable countermeasures and suggestions, in order to provide local poverty alleviation for Sandu Shui Autonomous County Suggestions for the development of preschool education in the relocation concentrated areas.

2. Basic Situation of Preschool Education in the Relocation Area of Sandu Shui Autonomous County

In the spirit of a series of important instructions for poverty alleviation, we should follow the management principle of "taking overall responsibility for the province, coordinating the city and state, and taking the county as the main body". We have managed the mechanism, taken the overall situation into account with the "six insistences", deepened the construction of the "five systems", and established the "county-level guidance system". A three-level linkage operation system of "focusing on platform construction and town and village mobilization" has been established, and 10 resettlement communities have been built, 12036 resettlement houses have been built, and 50119 people from 10946 households have been relocated (33552 poor people have been registered and registered) People), which has laid a solid foundation for Sandu county to win an all-round victory in the battle against poverty. October 2020, Wednesday Duxian county was rated as the "county with remarkable results in relocation during the 13th five year plan" by the national development and Reform Commission and the Middle School of Sandu county. The snowflake resettlement site in Hezhen town was rated as the "beautiful relocation and resettlement area in the 13th five year plan" in China.

There are 109 kindergartens in Sandu Shui Autonomous County, with 540 teachers (including temporary employees) in the kindergarten (class) 12570 children; Among them, there are 6 kindergartens in the relocation concentration area, including Huangpu kindergarten directly under the county Kindergarten (the seventh kindergarten in the county), the fifth kindergarten in the county and the ninth kindergarten in the county; Township kindergartens are the second in Jiuqian town Kindergarten, the second kindergarten in Dahe Town, xuehuahu kindergarten in Zhonghe town; The number of young children in the relocation concentration area is 1788 persons; There are 105 kindergarten teachers (including 43 temporary employees) in the relocation concentration area.

The kindergarten in the relocation concentration area has good equipment and facilities: the park has a beautiful environment, shady trees and fresh air. The room is equipped with science and technology room, art room, book borrowing room and other public activity rooms. Outdoor with large toys, playing sand Pool, play pool, various outdoor sports equipment, complete supporting facilities and perfect functions. The activity room is paved with PVC. The floor and stairs are paved with anti-skid floor glue. Each class has 80 Inch Touch teaching integrated machine, five large air conditioners and electricity Zither, children's teaching toys, etc. provide sufficient activity space and good conditions for children's physical and mental health development.

3. Development Status of Preschool Education in the Relocation Area of Sandu Shui Autonomous County

3.1. Policy Support and Education Management

The preschool education in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County was due to With the support of Poverty Alleviation Policies and funds, Sandu Shui Autonomous County has opened a poverty alleviation and relocation centralized area in the county. When developing preschool education, we can take into account the population size of the resettlement area and the supply of educational resources, so as to meet the needs of relocation. The needs of school-age preschool children in poverty alleviation and relocation concentrated areas to receive preschool education nearby. At the same time, the County Education Bureau strengthened. The management of kindergartens in areas where poverty alleviation and relocation are concentrated has been. Guide and supervise the relocation of poverty alleviation concentrated areas in different places. Regional kindergartens adopt different ways to strive to be fully equipped with kindergarten teachers in poverty alleviation and relocation concentrated areas. Teaching facilities and equipment, and emphasize the sharing of resources, promote and strengthen the application. Excerpts from the interview are as follows:

R1: The personnel of the education administration department will come to the park from time to time to guide and inspect the work, and carry out various training and meetings. However, the group park carries out teaching ability improvement training for kindergarten teachers and sends classes to the countryside .

R2: Arrange the county-level assistance park to train and guide our teachers on time, and the government will provide financial subsidies. Give strong support to the government. Our kindergartens also need community cooperation to help parents in areas where poverty alleviation and relocation are concentrated Knowledge training and education publicity.

T1: The education administration department supports us to carry out family education, etiquette education and connection between children and children in the community. The kindergarten official account and parent service group are set up in the kindergartens. We publicize the knowledge of preschool education, so that we immigrants can feel the benefits of relocation.

J1: At present, I feel that the learning environment here is very good, but there is still a lack of outdoor large toys. The construction of campus environment has not been improved yet. I hope our government will provide more funds to improve the facilities and equipment of kindergartens.

3.2. Characteristic Education Curriculum

Among the six kindergartens in the relocation concentration area of Sandu Shui Autonomous County, Huangpu Kindergarten (the seventh kindergarten in the county) (kindergarten) with thanksgiving as the theme, Carry out a series of special activities focusing on Thanksgiving to the motherland, society and parents Color education courses; The fifth kindergarten in the county takes safety as the theme and focuses on traffic safety, life safety and other contents. A series of characteristic education courses have been; The ninth kindergarten in the county takes etiquette as the theme, focusing on family etiquette, life etiquette. A series of characteristic education courses have been carried out in social etiquette; The second kindergarten in Jiuqian Town, the second kindergarten in Dahe Town and xuehuahu kindergarten in Zhonghe town take national culture as the theme and focus on Shui nationality horsetail embroidery, Shui Nationality Festival, Miao nationality batik. Miao Lusheng, Buyi dance and other national cultures have carried out a series of characteristic education courses. Excerpts from the interview are as follows:

T2: Our kindergarten is currently doing etiquette culture as the theme, which is also the characteristic course of our school. And now we are doing very well. Now our children have made great progress in civilization and politeness.

T4: Our kindergarten is located in the birthplace of aquarium culture. The kindergarten mainly builds national culture Curriculum, the characteristic of kindergarten is to take the national culture as the theme, and the theme will be carried out one by one in a semester. Activities mainly include aquarium festivals, folk songs, customs, etc. these theme activities are implemented in kindergartens. On the one hand, it can let children know that our aquarium culture is broad and profound, and can also cultivate their understanding of their own national culture and a sense of identity.

3.3. Home Contact Mechanism

Home cooperation is of great significance between kindergartens and immigrant families, because it is "kindergartens and immigrant families". It is an important bridge for mutual communication and promotion. It holds up the future of resettlement sites in relocated poverty alleviation and relocation areas. It is also the "guiding light" in the growth of young children [2]. Therefore, we should strengthen home cooperation for children in relocated poverty alleviation and resettlement sites. The garden is very necessary. In terms of home contact, six kindergartens in the relocation concentration area of Sandu Shui Autonomous County. The home cooperation mechanism has been strengthened, and early childhood education knowledge and experience have been regularly publicized to local poverty alleviation and relocation concentrated communities and children's parents. At the same time, we have strengthened the training of parents' early childhood education concept, and achieved certain results. According to the interview, kindergartens in the relocation area of Sandu Shui Autonomous County attach great importance to home cooperation. However, due to the low education level of parents in the relocation concentration area of poverty alleviation, they have little understanding of their home cooperation. There are deviations in, which seriously affect the effect of home cooperation. Excerpts from the interview are as follows:

T5: I'm currently working in the relocation kindergarten for poverty alleviation in Yidi. The biggest problem for me is that my parents don't pay enough Home cooperation may be due to the low standard of living. Most parents are busy working and making a living without too much attention Put your strength on the children.

T6: The knowledge and cultural quality of children's parents in the relocation area can't keep up with the original living in the county. These factors affect the development of children's family education and home co education.

T3: Our parents of relocated children in poverty alleviation do not give enough support to preschool education. They put us Compared with nannies, it is difficult for teachers to communicate with their families.

J2: Because of work, we don't have much time to be afraid of children doing manual work. I hope the school will try not to let them do it. Parents can accompany their children to do handicrafts twice a semester. Now the family parent-child work activities assigned by the teacher too much, we have no time to accompany the children, and the children will be disappointed.

3.4. Teachers' Strength and Quality

There are 105 preschool teachers in six kindergartens in the relocation concentration area of Sandu Shui Autonomous County, including temporary teachers. There are 43 teachers employed, and only 62 teachers have been officially established; The number of preschool teachers is obviously insufficient. There is a big gap with the teacher allocation standard of "two teaching and one guarantee"; In terms of teachers' quality, Sandu Shui Autonomous

County. Most of the teachers employed in the six temporary kindergartens are concentrated in the six temporary kindergartens. They are those junior college students majoring in preschool education who have not obtained the establishment of examination, and most of the temporary teachers have not obtained preschool education teacher qualification certificate. Although a series of training measures have been taken for preschool teachers in areas where relocated immigrants are concentrated, this training opportunities are often available only to preschool teachers within the establishment, resulting in the lack of full coverage of training activities and temporary employment. Teachers are not trained, resulting in uneven professional and cultural literacy. Coupled with the serious shortage of teachers, this is the six kindergartens in the relocation concentration area of Sandu Shui Autonomous County show great improvement in the strength and quality of teachers. The main characteristics of. Excerpts from the interview are as follows:

R1: There are few teachers in our kindergarten, and the teachers are seriously insufficient. However, teachers go out for training there will be less. Usually, most of them organize some training in the county. Teachers should go out to school for more training, In order to enhance teachers' vision and update teaching ideas.

R2: Our kindergarten currently has 9 classes. At present, the kindergarten has 7 teachers with college diploma or above. Not up to the standard of "two teaching and one guarantee".

J3: I hope the Education Bureau will strongly support the poverty alleviation kindergartens in other places and strengthen the ability training of children in all aspects, Improve the campus environment as soon as possible. We see that there are many young teachers in kindergartens, which should be internships students feel that there are few formal teachers. They should increase the strength of kindergarten teachers.

4. Problems in Preschool Education in the Relocation Concentration Area of Poverty Alleviation in Sandu Shui Autonomous County

Through field research, it is found that kindergartens in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County are facing difficulties. It is mainly due to the shortage of preschool teachers, difficulties in home cooperation, weak interaction between teachers and students, poor management level and teachers' quality low grade.

4.1. Shortage of Preschool Teachers

The development of education is based on teachers. Early childhood education has special social and educational functions, and the development of early childhood education. To a large extent, we must rely on teachers. According to Sandu education statistics, Sandu aquarium in 2020 the proportion of temporary teachers in the areas where poverty alleviation and relocation are concentrated in the Autonomous County is 40.95%. Reflects the Sandu. The shortage of preschool education teachers in the relocation area of Shui Autonomous County is very serious. It is difficult to ensure the stability of preschool education teachers, and it is even more difficult to ensure the quality of preschool education. Lack of teachers is the goal Qiansandu Shui Autonomous County is one of the important problems faced by preschool education in the area where poverty alleviation and relocation are concentrated Kindergartens in poverty alleviation and relocation concentrated areas shall be equipped with two formal teachers and one teacher in each class. There are two child care workers (i.e. "two teachers and one guarantee"), but there is only one positive child care worker per class in the kindergarten in the relocation concentration area of the county. Teachers who are in the process of editing; Another teacher and nurse are temporary employees, and these teachers are not highly educated and have no experience. Having received preservice professional training, they do not have the basic qualities that preschool teachers should have. The above situation leads to the

professional development of teachers. The cultural quality is not high, the mobility of teachers is large, the teachers are unstable, and the quality of preschool education is worrying. Teacher knot the unreasonable structure is also an important problem faced by preschool education in the relocation area of Sandu Shui Autonomous County .

4.2. Difficulties in Home Cooperation

The parents of young children in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County have a low level of education, which leads to their. In home cooperation, there is a deviation in understanding, which seriously affects the effect of home cooperation. Relocation concentration area for poverty alleviation. A large number of children's parents in the region go out to work. They hand over their children to live with them in the relocation center of poverty alleviation in other places. Grandparents or grandparents in the area watch over and take care of their grandchildren from generation to generation. These old people either spoil their children or Leave it alone and let the children go. Most of these elderly people are Shui, Miao and Buyi. Most of these old people have not received school culture and education. They can't speak Chinese and serve as children's supervisors. The phenomenon that they are unable to communicate with kindergarten teachers is particularly prominent; (J2: most left behind children, there are defects in intergenerational education. J1: the biggest problem is that there are too many left behind children who lack the care of their parents. Cause most children are lonely or have problems. The ideas of the previous generation are old and did not accept new knowledge. Live experience stays in place and cannot be updated.) Preschool teachers and parents of young children in relocated poverty alleviation areas. There are also many difficulties in communication. For example, children's parents extend out of poor mountainous areas and have just moved to areas where poverty alleviation is concentrated . Due to their low educational level and weak survival skills, they have a serious sense of inferiority, which is in the realistic tone. In research, Their performance is that they are reluctant to accept interviews. Many immigrant parents think that they can go to kindergarten or not. Anyway, they just play with their children all day and don't teach writing and arithmetic. Through observation and analysis of several immigrant families. According to the interview conducted by the director, it is found that parents in the relocation concentration area of poverty alleviation do not have a deep understanding of preschool education and are not at home. The understanding of kindergarten cooperation is even insufficient. Most parents in resettlement sites do not know what kindergarten work is, so they think teachers are nannies, and home cooperation is of little use to children. They don't pay attention to and cooperate with home cooperation.

4.3. Weak Interaction Between Teachers and Students

The vast majority of kindergarten children in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County come from remote minorities Ethnic mountainous areas, and more than 90% of them are children of ethnic minorities such as Shui, Miao and Buyi. Most children can only speak minority languages, while most preschool teachers can only speak Chinese, lacking bilingual education between Chinese and Chinese Teachers, leading to the weakening of the ability of communication and interaction between teachers and students. In the classroom, teachers talk about teachers and children play with children. The plight of kindergarten teaching, there is a kindergarten teaching purpose that can not achieve educational interaction. In addition, from ethnic minority mountainous areas. As far away from their native land, young children come to the relocation and poverty alleviation concentrated area, and the strange living environment, coupled with Language barrier causes them to be timid, helpless, confused and lack of initiative in kindergarten Characteristics, unable to integrate into the local poverty alleviation and relocation concentrated area and the kindergarten environment in the region in a short time.

4.4. The Management Level and Teachers' Quality Are Low

Kindergartens in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County were established during the period of poverty alleviation, due to the lack of experience in running the kindergarten due to the short time of running the kindergarten, in addition to the head of the kindergarten in the relocation area, Other team members, including middle-level class cadres, are very young, and the kindergarten management experience is seriously insufficient. Plus strict teachers. The number of temporary teachers is large, the quality of teachers is low, the contingent of teachers is unstable, and the mobility of temporary teachers is very high. These factors include the instability of preschool education teachers and the quality of preschool education development. It is difficult to be guaranteed. How to improve the management level of kindergartens in relocated poverty alleviation and relocation concentrated areas and improve teachers' literacy imminent; At present, kindergarten teaching and research activities are effectively carried out in order to promote children's physical and mental health long, let them receive more quality education, and set up kindergartens in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County. It is still in the exploratory stage.

5. Countermeasures and Suggestions

This study makes a general survey on preschool education in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County Conclusion, combined with the results of previous research literature and current situation investigation, aiming at how to better develop Sandu Shui Autonomous County. The following countermeasures and suggestions are put forward for preschool education in areas where poverty alleviation and relocation are concentrated.

5.1. Pay Attention to the Training of Preschool Teachers and Improve the Number and Quality of Teachers

"Education is the foundation of the Centennial plan." [3] The implementation of any advanced educational concept depends on front-line teachers educational practice completed. It is an easy place to establish and maintain a certain number of stable and high-quality preschool teachers poverty alleviation and relocation are the key to the development of regional preschool education. A qualified preschool teacher must have professional skills. Yes, including educational skills, teaching skills, art and sports skills, which must be studied and trained by regular preschool teachers. To develop. In view of the serious shortage of kindergarten teachers in the relocation area of Sandu Shui Autonomous County, The county education management department and even the county Party committee and government must attach great importance to it and increase support for the relocation of Sandu Shui Autonomous County. The allocation of kindergarten teachers in poor relocation concentrated areas shall be in strict accordance with the allocation standards of kindergarten teachers to ensure that each class shall. There are two formal teachers and a nurse (i.e. "two teachers and one guarantee"), and kindergartens in the region are increased at the same time teacher training. First, local education management departments should regularly organize preschool in areas where poverty alleviation and relocation are concentrated. Teachers majoring in education learn advanced and foreword preschool education theories and expand preschool education teachers' care and teaching Organize and evaluate knowledge. Second, through "please come in" and "go out" Communication mode "[4]. On the one hand, by inviting outstanding preschool education teachers and experts outside the park to impart work experience, Use lectures, short-term training and refresher courses to supplement the professional knowledge of preschool education; On the other hand, by giving young children. Children's teachers provide opportunities to participate in experience exchange meetings, research and discussion courses,

open classes, on-site visits and observation of teaching to promote. Through the sharing and dissemination of information and experience, expand the horizons of preschool education teachers education updates the educational concept of preschool education teachers and improves the teaching ability of preschool education teachers, that is, the ability to lead classes ability to organize one-day activities in kindergartens, ability to cooperate and communicate with parents, ability to observe and evaluate children's development power; As a complex social phenomenon, educational practice is subject to subjective and due to the influence of both objective aspects, the educational practice without the guidance of educational theory is blind "[5]. Teachers are doing scientific research. At the same time, his thinking and ideas are also affected, including "educational thought, educational concept and educational vision"[6]Etc; Fourth, encourage in-service preschool education teachers to pass off-duty, correspondence, self-study examination or examination of equivalent academic qualifications. Improve the educational level. Ensure that the comprehensive quality of preschool teachers meets the standards of preschool teachers, so as to promote the development of children in the region. The kindergarten teaching develops continuously, orderly and healthily.

5.2. Raise the Awareness Level of Parents and Promote the Benign Interaction of Their Homes

Family is the cradle of everyone's growth, parents are the first teachers of children, and family education is in the early childhood the long stage plays an important role. Most parents of young children in areas where poverty alleviation and relocation are concentrated of low cultural level. The group whose overall quality needs to be improved has backward ideas, which leads to their lack of understanding of home cooperation. In view of the practical problems of children's home cooperation in the relocation concentration area of poverty alleviation in Sandu Shui Autonomous County. Researcher recognition. First, the administrative department of education can vigorously carry out publicity to make the parents of young children in the relocation concentration area of poverty alleviation aware. In view of the importance of home cooperation, communities in the concentrated area can also carry out relevant home cooperation lectures to improve children's living standards. Parents' understanding of preschool education; Second, kindergartens in areas where poverty alleviation and relocation are concentrated should actively cooperate Department parents, using the Spring Festival, Duan Festival (the most grand national festival in Sandu county) and winter and summer vacation, group Organize parents to enter kindergartens and adopt centralized training, discussion and other methods to communicate and interact with children's parents and promote. Parents' understanding and attention to early childhood education, Understand the physical and mental characteristics of children and the importance of home cooperation, encourage parents to communicate and cooperate with teachers and promote communication and interaction between parents and children; So as to improve the recognition of parents. The actual effect of understanding the level and promoting the benign interaction of the home.

5.3. Strengthen the Communication and Interaction Between Teachers and Children to Promote the Appropriate Development of Children

"Teacher child communication and interaction" is an important form of children's social interaction, which refers to the interaction between teachers and children. The interaction and influence of various forms, properties and degrees not only affect children's current learning and learning. Development can significantly predict individual later academic achievement and behavior results. "[7] Good teacher child interaction can promote children's physical and mental health development. For the relocation of centralized regional kindergartens for poverty alleviation in Sandu Shui Autonomous County. Due to the weak interaction ability between teachers and students, the education management department should recruit targeted

preschool teachers in this area. Preschool teachers with a bilingual background can only solve the problem of teachers and students if they are fully equipped. The phenomenon of weakening the ability of communication and interaction is that teachers with a bilingual background are familiar with the national language and culture. Only through national culture can we understand children's thoughts and feelings, understand their needs, and take appropriate measures in time type response, through their good guidance and full understanding of children's psychological state, it is possible to keep them away from deep in the former mountain area, children who move to the concentrated area overcome their psychological characteristics such as timidity, helplessness and confusion signs; Gradually integrate young children into the poverty alleviation and relocation concentrated area and the kindergarten environment in the area, so as to realize the goal of teacher training. The communication and interaction between children and children can make the kindergarten teaching develop healthily, and then promote the comprehensive and harmonious development of children's body and mind.

5.4. Strive to Improve the Management Level and Strengthen the Training of Teachers

We will strengthen the management of preschool education in areas where poverty alleviation and relocation are concentrated in Sandu Shui Autonomous County, and improve the comprehensive quality of regional preschool teachers is the unshirkable responsibility of the Education Management Department of Sandu County, and earnestly fulfill the government's responsibility. Responsibility is the key to improve the management system of early childhood education in the region. In respect of the autonomy of kindergartens. On this basis, we should earnestly perform the function of the education management department in the overall management of preschool education. First, the principals of the first and second kindergartens in the county with rich experience in kindergarten management and some backbone teachers were exchanged to the relocation of poverty alleviation in Sandu Shui Autonomous County. Kindergartens in concentrated areas serve as principals and preschool teachers, and continuously improve the poverty alleviation in other places through driving and demonstration. Improve the management level of kindergartens in relocated concentrated areas and promote the teaching ability of preschool teachers in relocated poverty alleviation concentrated areas. Continuously improve. The second is to strengthen the training of preschool teachers in the relocation areas of Sandu Shui Autonomous County. By inviting outside senior early childhood education experts to kindergartens in the region to carry out targeted training for early childhood teachers training to enable preschool teachers in the region to learn new teaching methods and new teaching ideas; Third, "College experts". The team should go deep into the kindergartens in the relocation and resettlement sites for poverty alleviation for many times to carry out teaching assistance, Mandarin promotion and delivery courses into the campus and teaching seminars, from garden management, teacher team construction, campus environment construction, software and hardware configuration. From the aspects of setting, quality of education, the formation of children's behavior habits, and the demonstration and guidance of interns, Help the scientific, professional and standardized construction of all work of kindergartens in areas where poverty alleviation and relocation are concentrated. It has improved the management level of kindergartens in areas where poverty alleviation and relocation are concentrated "[8]. In addition, each easy to help Kindergartens in poor and relocated areas should also regularly hold "kindergarten based training and kindergarten based teaching and research" [9] to improve learning the teaching quality of preschool education. At the same time, actively contact the superior competent departments and constantly help Sandu Shui Autonomous County to relocate. Preschool teachers in poverty-stricken areas are sent to well-known normal universities for further study, so as to improve

the comprehensive quality of preschool teachers in the region. It has been effectively promoted to promote the continuous development of preschool education in the region.

To sum up, the development of preschool education in relocation poverty alleviation concentrated areas needs government support and support, Positive interaction, improve the quality and quantity of teachers, improve the quality of kindergarten care and education in areas where poverty alleviation and relocation are concentrated. It will promote the development of preschool education in poverty alleviation and relocation areas, and can effectively promote China's poverty eradication development of.

Acknowledgments

Fund Project: the theoretical innovation project of Social Sciences in Qiannan Prefecture in 2021, "poverty alleviation and relocation in other places and poverty in the development of preschool education in concentrated areas".

Research results of "environment and Countermeasures Research" (No.: qnsk-2021-157).

References

- [1] Xi Jinping. secure a decisive victory in building a moderately prosperous society in all respects. Win the great victory of socialism with Chinese characteristics in the new era -- in the Communist Party of China. Report on the 19th National Congress [N]. People's daily, October 28, 2017 (2,4).
- [2] Sun Yuyan. Case study on home cooperation of supporting kindergartens in relocation and resettlement areas for poverty alleviation [D]. Guizhou Normal University, 2020.
- [3] Zhao Xiaoya. What role does education play in poverty alleviation [J]. China national education, 2016 (5): 1-1.
- [4] Cheng Li, Meng Lijun. Research on the development dilemma and strategy of preschool education in County minority areas of Guizhou Province -- Based on the preschool education in Songtao County, An empirical study on the construction of educational teachers [J]. Education and culture forum, 2013, 5 (05): 43-49.
- [5] Fan Tingting, Wang Jufang. Study on parents' satisfaction of kindergartens in relocated poverty alleviation and resettlement sites -- Based on Southwest Guizhou Province Investigation on kindergartens in three resettlement sites in Guangzhou [J]. Henan Education (preschool education), 2019 (11): 3-6.
- [6] Zhu Zhenyi, Wei Yi. Research on foreign language education in Guizhou minority areas under the background of poverty alleviation and relocation [J]. School weekly: last Ten days, 2018 (17): 32-33.
- [7] Liu Xiuli, Liu Hang, Zhu Yuning. A review of teacher child interaction quality evaluation tools and Their Enlightenment to early childhood education [J]. Northeast Division University Journal (PHILOSOPHY AND SOCIAL SCIENCES), 2021, (03): 156-164.
- [8] Xin Jungeng. Practice and exploration of Guizhou Colleges and universities "leading" schools in relocation and resettlement sites for poverty alleviation [J]. Chinese national religion Yu, 2020 (12): 47-50.
- [9] Xiao Ju, Liang Henggui. Study on educational security of relocation and resettlement sites for poverty alleviation in Guizhou [J]. Guizhou Social Sciences Xue, 2019, (07): 102-107.