

Research on the current situation of kindergarten teachers' allocation based on the balanced development of Education

Huilan Yue

Teacher Education School, Huzhou University, Huzhou 313000, China

Keywords: Kindergarten, Teacher allocation, Education balance, Research.

Abstract: As the most important part of the teaching system, preschool education is not only the fastest stage of infants' intelligence formation, but also the most basic stage of infants' intelligence development. At the stage of preschool education, children need to know the world in an all-round way and get opportunities for growth. However, under the background of polarization of the gap between the rich and the poor, the uneven distribution of kindergarten teachers in economically backward areas has become the main factor restricting the development of preschool education. Therefore, from the perspective of balanced development of education, this paper analyses the current situation and existing problems of kindergarten teachers, and puts forward relevant promotion strategies.

1. Research background

1.1 Literature review

With the continuous development of quality education in China, preschool education has been attached great importance by Chinese parents. Not only put forward new requirements for the balanced development of education level, but also constantly improve the quality of teaching (Xu, 2014). In addition, domestic research on kindergarten education started late, and management experience is less than other educational levels. Therefore, in order to regulate the standard of kindergarten management, the relevant government departments must do a good job of the corresponding control mechanism and laws and regulations, eliminate the establishment of illegal kindergartens from the source, and protect the learning environment of children in the campus (Li and Zuo, 2013). Balanced development of education has always been a hot topic in the educational circles. From the perspective of balanced development, this paper puts forward the existing problems and corresponding reference guidance, and then promotes balanced development of educational equipment (Li et al, 2011). Among them, the balanced development of education is the trend of the development of International Preschool Education. Different countries have taken different measures to absorb the outstanding experience of foreign countries while absorbing the essence and the dross, and constantly innovating the early childhood education reform system that is suitable for China's national conditions and the national economic level (Li, 2017). Therefore, in order to solve the problem of unbalanced allocation of kindergarten teachers, it is necessary to strengthen the construction of teaching staff, improve the kindergarten career recruitment system, and rationally allocate existing kindergarten teacher resources to make the teacher-child ratio tend to balance (Jiao and Zhao, 2018). Only when the scale of teachers and kindergartens conforms to the national standards can the imbalance of teacher allocation be thoroughly solved (Li, 2018). In addition, the backward pre-school education in rural areas will cause most children "difficult to enter the kindergarten", which also hinders the construction of urban and rural areas in China.

1.2 Purpose of research

From the perspective of balanced development of education, through the analysis and study of the current situation of preschool education, we can understand that there are some problems in preschool education industry, such as imperfect teachers, uneven education level, and poor allocation of urban and rural teachers. In addition, based on the questionnaire survey and interviews

with parents, this paper makes a comparative study of urban and rural kindergartens, and finds that there is a serious imbalance between urban and rural education level in preschool education. Therefore, while researching the allocation of kindergarten teachers, we should narrow the gap between urban and rural areas and promote the balanced development of the allocation of urban and rural teachers. Based on this, the article studies the countermeasures from three aspects: kindergarten level, government intervention level and Teacher Allocation level, to provide reference suggestions for improving the unreasonable situation of preschool teachers allocation, and then to promote the all-round development of preschool education in three aspects: education level, teaching quality and educational methods.

2. Current situation of kindergarten teachers' allocation from the perspective of balanced development of education

The balanced development of teachers' equipments is the necessary prerequisite for realizing educational equity and an important way to achieve high-level teaching in early childhood education. However, as far as the current situation of development is concerned, the unbalanced development of preschool education between urban and rural areas is indirectly caused by regional economic disparity (Shi and Zhang, 2012). Influenced by the long-term feudal system in China, early childhood education belongs to the new education industry in recent years. The awareness of children's enlightenment in early childhood education has only been valued by Chinese parents. Because of the rapid increase of kindergarten industry in the short term, many basic factors have not been taken into account (Huang, 2014). For example, there are serious vacancies in the training of kindergarten teachers, imperfect teacher team construction system, and inconsistent regional economic development, which directly affect the uneven development of kindergarten education.

3. Problems of kindergarten teachers

3.1 Unbalanced distribution of teachers and students

According to the survey results, there are serious problems of disharmony between teaching sites and teachers in some areas. At present, there is a big gap in the number of preschool teachers. If the problem of unbalanced teacher allocation is not solved, it will seriously affect the quality of Preschool Learning in school and the improvement of the educational level of the kindergarten (Feng et al, 2017). In addition, with the diversification of school types, there are great differences between urban kindergartens and township kindergartens, public kindergartens and private kindergartens, domestic institutional kindergartens and international institutional kindergartens. For example, most kindergarten activities are now organized by two teachers who supervise students. One teacher is responsible for stimulating a lively atmosphere at the beginning of the activities, and the other teacher will play the role of caregiver. To a certain extent, two people can basically meet the development and organization of various activities, but like a township kindergarten class with sixty or seventy children, an average teacher is responsible for more than 30 children.

3.2 There is a gap with the national standard

In terms of the level of preschool education, the level of kindergarten education in urban areas is higher than that in rural areas, and that in model kindergartens is higher than that in urban areas. Among them, demonstration kindergartens are truly in line with the national standards of early childhood education. In the mobilization of teachers, demonstration kindergartens regularly organize parent-child education activities, in the joy of closing the family so that children more like to integrate into the kindergarten family. In addition, each class is equipped with professional nurses who perform their respective duties, and there will be no problems caused by the exchange of responsibilities. However, although the demonstration kindergartens meet the national standards, the proportion of teachers and children is still unbalanced, because the demonstration kindergartens are generally located in the economically developed urban areas, so the flow of people is more than that of kindergartens in other areas, then there will be a phenomenon that the unbalanced proportion

of teachers and children is not conducive to the development of teaching activities.

3.3 Unbalanced distribution of teachers between urban and rural kindergartens

Through the comparison between urban kindergartens and rural kindergartens, it is not difficult to see that the educational level of urban kindergartens is much higher than that of rural kindergartens. On the one hand, because most of the teachers in villages and towns choose to go out to work, they are unwilling to stay in the local construction of the province, resulting in a large number of brain drain problems; on the other hand, most of the rural kindergarten teachers are transferred to primary and secondary schools after a short period of training and enter the school for work, and there is little accumulation of professional knowledge and professional skills training. This will lead to their professional quality of early childhood education is generally not high, the whole kindergarten teachers' level of education is uneven, the quality of teaching is also high or low.

4. Strategies for improving the equipments of kindergarten teachers

4.1 Improving the structure of education

With the continuous improvement of China's national economy, people pay more and more attention to the quality of life, especially in early childhood education, many parents in order not to let their children lose at the starting line, take the back door to let their children go to model kindergartens for learning, which will lead to the imbalance between teachers and children in kindergartens that are already in line with the national standards. Therefore, in the field of preschool education, coordinating the development of preschool education in villages and towns is the key to solve the imbalance of preschool teachers. In addition, to optimize the structure of kindergarten teachers, it is necessary to break the original urban-rural dual structure and give overall consideration to the development of urban and rural preschool education.

4.2 Strengthen the responsibility of the government

In order to better solve the problem of unbalanced allocation of kindergarten teachers, the key is that the government should actively take educational rectification measures to change the dual structure of urban-rural inconsistency. Firstly, the government departments should clarify their responsibilities, carry out the "Several Opinions of the State Council on the Current Development of Preschool Education" and constantly integrate preschool education into the construction of new countryside and urban preschool education. Gradually, a school-running system with government leadership, public citizenship and social participation will be established. Secondly, we should improve the funding guarantee system, while increasing investment in educational capital, we should reserve good teachers for pre-school education. Establish special education funds for pre-school education teachers' training and further education. Finally, we should strengthen the management mode of preschool education, strive to improve the teaching environment and teaching quality, and give full play to the role of information in preschool education, such as the idea of running a model kindergarten, nursing management, teaching research, teaching dynamics and so on.

4.3 Making development plans

Pre-school education, as an education industry that has only risen in recent years, is still imperfect in infrastructure construction to a certain extent. Especially early childhood education covers a wide range of fields, such as economy, culture, welfare, child health, etc. It is necessary to establish a corresponding welfare planning mechanism while receiving support from the government and the community. For example, kindergarten personnel preparation, funding, teacher training and so on. In order to establish long-term development goals, the government should provide scientific reference and guidance for kindergartens, and then introduce talent resources to balance the unbalanced trend of urban and rural development. Effective and rational allocation of teacher resources can not only create good conditions for local kindergarten teacher training, but

also provide a strong guarantee for pre-school education.

4.4 Optimizing the construction of teachers

In recent years, with more and more attention paid to pre-school education, the number of kindergartens is increasing year by year, which requires local governments to formulate teacher training plans according to local educational needs. While preparing for the expansion of the teaching staff, we should conscientiously do a good job in the assessment mechanism of teachers' admission to kindergartens, guide and encourage teachers and staff with relevant vocational qualification certificates or university graduates to actively engage in rural preschool education, and narrow the gap between urban and rural education level. In addition, we can also establish a system of rotational support of urban and rural preschool education staff, achieve the balance of urban and rural education level differences through the rational exchange of teacher resources, and promote the balanced development of urban and rural preschool education under the situation of mutual benefit and win-win situation.

Acknowledgements

Research on the Current Situation and Countermeasure of the Imbalance of Preschool Education Resources under the Background of Inclusive Finance (No.17YJA880091).

References

- [1] Xu L.(2014). Balanced Development of Basic Education: Research on the Present Situation of Kindergarten Teachers' Allocation, *Journal of Shandong Elite College*, 10 (2), 11-14.
- [2] Li H.X., Zuo W.(2013). Current situation and Countermeasures of resource allocation of kindergarten teachers at county level in minority areas - Take Gui zhou Province as an example, *Contemporary Continuing Education*, 31 (4), 71-74.
- [3] Li S.M., Huang Y.B., Kang K., et al. (2011). The present situation and existing problems of resource allocation of preschool teachers in Shaanxi Province, analysis and solutions, *preschool education research*, 25 (6), 9-14.
- [4] Li L.(2017). Based on the current situation and reform measures of rural private kindergarten education under the background of urbanization, *Economic Research Guide*, 13 (36), 21-22.
- [5] Jiao X.R., Zhang P.H.(2018). Current situation analysis and Countermeasures of kindergarten teachers in China, *Journal of Ningxia Normal University*, 39 (5), 112-114.
- [6] Li Z.(2018). Research on the current situation of kindergarten teacher-teacher cooperation, *Henan Education (preschool)*, 1 (6), 28-33.
- [7] Shi J, Zhang Y.M.(2012). Current situation and problems of preschool teachers in Inner Mongolia Autonomous Region, *Inner Mongolia Education*, 67 (17), 22-25.
- [8] Huang W.(2014). Research on the Current Situation of Physical Education Teachers in Kindergartens of Hubei Province, *Contemporary Sports Science and Technology*, 4 (7), 169-170.
- [9] Feng W.Z., Tian P.P., Jiang H.K.(2017). Research on the Progress and Optimizing Path of Teacher Allocation in Regional Kindergartens: Based on the Empirical Analysis of Beijing from 2010 to 2015, *Teacher Education Research*, 29 (3), 39-45.