

Strategies of Improving Practical Ability of Pre-School Education Professionals from the Perspective of Cooperation between Schools and Enterprises

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Abstract: Professional practice ability is the key to affect the quality of preschool education teachers' education in colleges and universities, and it is also the basic ability and quality necessary for preschool education students to engage in educational and teaching activities in the future. Pre-school education majors in colleges and universities should promote education and teaching reforms aimed at cultivating professional practice capabilities. Adjusting the curriculum structure, strengthening the reform of teaching methods, strengthening educational probation and educational practice, and improving the practical ability of teachers of preschool education in colleges and universities are important ways to cultivate the professional practical ability of preschool education undergraduates.

1. Introduction

The convening of the National Vocational Education Working Conference and the “Decision of the State Council on Accelerating the Development of Modern Vocational Education” indicate that promoting the transformation and development of local undergraduate colleges and universities and accelerating the construction of a modern vocational education system has become an important proposition of the times in the reform and development of my country's higher education. The country's transformation from a single elite education to a popular education has caused great changes in the ways of running schools, talent training programs, and types of universities. Nowadays, the demand for talents in society is mainly applied talents, and the society needs practical personnel who can engage in specific front-line jobs after leaving the school. Therefore, in the context of this transformation and development, various colleges and universities have changed their original educational concepts, starting from the original theoretical education, focusing on practical application capabilities, cultivating talents that meet market needs, and gradually turning to applied universities based on their own characteristics. Development, only in this way can it better serve the development of the regional economy. The preschool education major, as a very practical major, has a stronger demand for applied talents, which puts forward high requirements on the teaching ability of college teachers. Judging from the current situation of the current structure of pre-school education teachers in colleges and universities, the number of young teachers accounted for the majority, and they have become the main force in teaching. However, the practical teaching ability of young teachers is insufficient to varying degrees. If you want to successfully realize the transformation of colleges and universities, the key is to cultivate high-quality practical and applied talents in preschool education and to improve the teaching ability of young teachers.

2. The Meaning and Formation of Teachers' Professional Practical Ability

Teachers' professional practice ability refers to the ability to use professional knowledge to solve practical problems in the professional field. It is the educational and teaching behavior shown when effectively analyzing and solving educational problems on the basis of in-depth understanding of educational phenomena and full grasp of educational laws. “It is not only a professional requirement for preschool education in colleges and universities, but also an important guarantee for undergraduates to shorten the social adaptation cycle”. For students majoring in pre-school education, professional practice capabilities include: mastering the knowledge and skills required

for pre-school education and management, scientifically and rationally arranging children's one-day activities, being competent in preschool education institutions' teaching skills; possessing certain artistic accomplishments and aesthetics Awareness, mastering the ability of playing, singing, jumping, drawing, acting and other artistic expressions; possessing the ability to discover, analyze and solve problems in daily educational activities; master certain scientific research methods for teaching and research to promote scientific research for professional development ability. Some of these abilities need to lay a foundation before working to be suitable and competent for kindergarten education and teaching, while some require long-term practice accumulation after work.

The core of professional practice ability is to be able to solve problems. From the perspective of its formation, there are two conditions: one is knowledge, and the other is practice. First of all, professional practice ability has the characteristics of action, and teachers need to have a reasonable professional rationality to review their own education and teaching activities, which requires preschool education majors to focus on the study of theoretical knowledge and have a solid theoretical foundation. Secondly, practical ability is acquired. It originates from practical activities. It usually requires knowledge learning, skill training, and application, experience, and reflection in a certain situation. It repeats and improves step by step. It can be seen that the acquisition of professional practical ability cannot be achieved overnight. The key points of the training link must be grasped and gradually strengthened, and the training of practical ability runs through the entire pre-school education professional talent training process.

3. The Necessity of Improving the Practical Teaching Ability of Young Teachers in Preschool Education Majors

As local colleges and universities across the country are transforming from academic colleges to application-oriented colleges, preschool education majors with obvious professional characteristics want to gain a foothold in the tide of transformation and run their own majors with limited resources. Teachers' teaching ability is the key to the development of the local economy. Young teachers are the direct trainers of students and the main force of teaching reform. Do they change their teaching? The awareness of methods and their practical teaching ability determine whether the trained person has the ability to respond to social needs. Therefore, in order to adapt to the urgent needs of transformational development, it is urgent to improve the practical teaching ability of young teachers.

The "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)" states: "Adhere to the focus on ability, optimize the knowledge structure, enrich social practice, and strengthen ability training. Focus on improving students' learning ability, practical ability, and innovation ability, educate students to master knowledge and skills, learn to use their hands and brains, learn to live life, learn to behave, and promote students to actively adapt to society and create a better future." The core task of China's higher education reform and development in the next ten years is to improve the quality of education. The key to improving the quality of education is to improve the innovative and practical ability of college students. The cultivation of innovative preschool education professionals in the future requires innovative kindergarten teachers, and improving the practical teaching ability of young college teachers is a strong guarantee for realizing the above-mentioned ability.

Every teacher needs to improve his professional quality in his professional life. In the continuous improvement, teachers gradually grow from a novice teacher to an expert teacher. Today, with the rapid development of preschool education, the current kindergarten is no matter in the educational philosophy, Teaching methods, development direction, parents' expectations, etc., have all been very different from the past kindergartens. College teachers are no longer a profession that can "eat the old", and must keep up with the pace of continuous advancement of the society in order to cultivate up-to-date Most young teachers who have just set foot on the job have little knowledge of the status quo of early childhood education. They only rely on the theoretical knowledge learned in books during school and their childhood memories to train current students. And know, how can

students who are educated in this way meet the needs of frontline teaching in kindergartens? In addition, due to the influence of traditional teaching concepts, the teaching methods adopted by college teachers are more on theoretical explanation and academic research, and light on practical teaching and application ability. This is not only the low interest of students in the classroom. , The teaching effect is low, and it will lead to teacher burnout in the long term, which will greatly restrict the professional development of teachers. Therefore, for young teachers, the only way to improve their professional development is to improve their practical teaching ability and increase the teaching effect.

4. Effective Strategies to Improve the Practical Teaching Ability of Young Teachers of Preschool Education in Colleges and Universities

The transformation of local universities to applied universities is an inevitable trend. As young teachers, they should recognize the situation and understand the frontier dynamics of preschool education professional development. They can no longer stick to the original concept of “emphasis on theory and neglect of practice”. Instead, we should conduct self-reflection based on personal reality. What kind of kindergarten teachers are needed by society and what kind of abilities should be possessed by kindergarten teachers. How do we train kindergarten teachers, take the initiative to enhance the awareness of practical teaching, comprehensively improve teaching capabilities, and let our all Teaching is a tangible need, so that what students have learned can be practically useful.

The quality of the teaching staff is the basis for the survival and development of colleges and universities. At present, many colleges and universities have also set the key to improving the quality of teaching to build a team of “double-qualified” teachers. Only high-quality “dual-qualified” teachers can better Integrate professional theory with practice closely, achieve the “integration of theory and practice” in teaching, and cultivate high-quality applied talents. Recently, the outstanding teacher training plan proposed by the Ministry of Education pointed out that a new cooperative training mechanism of the “trinity” of universities, local governments, primary and secondary schools should be established. Under this new mechanism, universities and kindergartens should establish a new long-term, in-depth, and win-win cooperation mechanism, and they should establish a sound organizational structure, a reasonable system, and ensure sufficient funds, so as to achieve the goal of training applied talents. Really. The “National Medium and Long-term Educational Reform and Development Plan (2010-2020)” also proposes to “focus on ‘dual-qualified’ teachers, strengthen the construction of vocational college teachers, and increase the training and training of vocational college teachers”.

In order to improve their dual-teacher accomplishment and improve the lack of practical experience in the kindergarten in the teaching process, young teachers of the preschool education major can actually enter the kindergarten, visit the indoor and outdoor construction of the kindergarten, listen to the teaching and observation of excellent teachers One-day life in kindergarten, participation in kindergarten teaching and research activities, on-the-job exercises, etc., all-round participation in kindergarten teaching, research and management, and planned activities to gradually help young teachers accumulate practical experience in kindergarten, and regular training of teachers’ practical skills Through various forms of school-kindergarten cooperation, not only can young teachers better understand the knowledge and skills requirements of kindergarten teachers, but also can better improve their own knowledge and ability structure and improve practice Teaching ability, in the future teaching, to avoid the disconnection between theory and practice, causing students to learn useless, so that the classroom teaching content and the actual needs of kindergartens can be seamlessly connected, so as to cultivate the application-oriented talents needed by the society. The transformation and development of colleges and universities is a great opportunity for young teachers who have just stepped into their jobs to learn. Young teachers should combine the basic professional abilities and professional knowledge learned in school with practice, so that theory and practice can be effectively combined. Professional knowledge improves professional ability and helps to improve one's own professional development. Assessment and evaluation play a positive role in promoting teachers' teaching ability. Therefore, a reasonable

assessment and evaluation system for teachers' professional ability is indispensable. Through the use of assessment to promote teaching, young teachers' practical teaching ability can be improved. In the past, the assessment and evaluation of teachers' professional ability only focused on the quantitative professional ability assessment system of teachers' teaching workload and the amount of scientific research. This method is out of date. Instead, it should focus on teachers' practical teaching ability, teaching effect, and students' future Career development. For example, the mentor responsibility system can be implemented for graduates of pre-school majors, and young teachers are responsible for the development of graduates for three to five years after entry, and graduates are required to formulate annual career development plans, and the specific work and results of young teachers' guidance to students As a basis for assessment. At the same time, various colleges and universities can construct other evaluation systems suitable for young teachers according to the actual situation, so that young teachers can pay equal attention to their knowledge and ability, and steadily improve their practical teaching ability.

5. Conclusion

Professional practice ability is the key to affect the quality of preschool education teachers' education in colleges and universities, and it is also the basic ability and quality necessary for preschool education students to engage in educational and teaching activities in the future. Pre-school education majors in colleges and universities should promote education and teaching reforms aimed at cultivating professional practice capabilities. At present, China's preschool education is developing rapidly, and the society as a whole has a greater demand for preschool teachers. As the main position for training kindergarten teachers, the preschool education major in colleges and universities should actively adapt to the needs of the society, strengthen professional advantages, and strive to improve the quality of undergraduate training. Development makes its own contribution.

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