

Research on the Integration of Production and Education: A Practical Exploration to Promote the Growth of Teacher's Morality

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Abstract: In the face of the current situation of the rapid increase of kindergarten teachers and the unsatisfactory morality of teachers, this paper explores the integration of pre-service teachers and students to post-employment kindergarten teachers from the perspective of humane care and the promotion of life value and professional happiness. German education strategy, strive to update the teacher's moral education concept, more specific curriculum content, more rich implementation forms, so that it is truly in the ears, so as to truly promote the growth of teachers' new teachers.

1. Introduction

With the rapid development of preschool education in China, the proportion of new teachers on the first line of kindergarten education and teaching has grown rapidly. The new generation of kindergarten teachers has a new era of atmosphere, but it also brings many new problems in management. Their professional quality and professional attitude directly affect the overall development of China's early childhood education quality. These new teachers are mainly from kindergarten teachers and students of pre-school education in normal colleges. Therefore, we must explore the personal growth experience and ideological concepts of kindergarten teachers and students from the source. Our research group proposes to study effective strategies to promote professional development and teacher moral growth from the perspective of integration of production and education.

2. The Background of the Research

Moreover, due to the continuous exposure of the phenomenon of lost morality in kindergartens in recent times, the problem of individual teacher morality of kindergarten teachers has also become the focus of social attention. Among them, new teachers have become high-risk groups with these problems. Preschool education should be the foundational stage of school education and lifelong education, but it has become the weakest link in the entire education chain. The tremendous changes in the demographic structure, economic form, and mode of employment in the society have also affected the kindergarten teachers' career choices and professional attitudes to a greater or lesser extent.

Since the development of pre-school education has been relatively lagging since the founding of the People's Republic of China, the problem of insufficient teachers in kindergartens has been long-standing and increasingly prominent. Coupled with the loss of teachers caused by the impact of the market economy in recent years, many kindergartens have to recruit a certain number of new teachers every year. The current proportion of a group in the entire faculty has rapidly increased. New recruits have become an important group in kindergartens. Their work attitude and teaching level have greatly affected the quality and development of pre-school education.

After the 1990s and after zero, the subjects of the new generation of kindergarten teachers and kindergarten teachers have grown up. They have various new diversified characteristics in moral concepts, professional attitudes and professional behaviors. They are active in thinking and open-minded, but they have poor concentration and persistence; they are willing to accept new things, focus on individuality and independence, but they are too self-conscious and lack

perseverance; they pursue success and focus on value creation, but they are less hard-working and lack hardship and hard work. How to help them develop their strengths and avoid weaknesses and quickly complete the identity and psychological transformation of kindergarten teachers has become an urgent issue.

3. The Strategy to Promote the Kindergarten Teachers' Moral Growth

In order to help the kindergarten teachers and students to effectively solve the various confusions in the process of teacher's moral growth, so that the new teachers can successfully pass the induction period and gradually improve the practical ability of teachers, we have carried out various forms of teacher-education activities and extracted the following main ones. Teacher's Moral Education Strategy:

In response to the personality characteristics of the new generation of early childhood educators, we have changed the traditional teacher education of “teaching as the main way”. Through the attempt of “school and garden integration”, we have given full play to the advantages of integration of production and education, and invited the preschool education community in this region. Prestigious first-line teachers enter the pre-service classroom to tell how to gain professional sense of achievement, value and happiness in professional life. We also invite students who have graduated in recent years to come back and tell their students about their own growth experiences. Help everyone plan the correct career path. A large number of personal experience and appearances have greatly improved the professional identity of kindergarten teachers and students, and led the integration of professional learning and ideology.

Teachers' moral cultivation generally has to go through the stages of knowledge, love, faith, and meaning, and implement it into the cultivation of teacher's moral behavior. All of our ethical and educational activities must be accompanied by timely and effective behavioral interventions, which ultimately point to the development and strengthening of good teacher behavior. To this end, we invite teachers to participate in the pre-service curriculum reform, but also organize various activities for students, create opportunities for the young teachers and students to improve professionalism, and inspire them to keep making progress. For example, each student is required to record his or her experience after class, write a growth diary in the trainee and internship, and fill out the "Shide event record and reflection" on a regular basis (weekly or every other week) after their entry. On the basis of their self-reflection, The instructors will give feedback on the comments and propose improvement strategies to help them identify strengths and weaknesses and develop correct teacher behavior.

At the beginning of the job, our school teachers strengthened their follow-up guidance and extended the exploration of the integration of production and education from pre-service to post-employment to help graduates reduce their anxiety and improve their professional quality. A harmonious colleague relationship is a positive external factor that promotes the growth of new teachers' morality. Therefore, we explore a rich family atmosphere in kindergartens through rich activities to cultivate positive morality. For example, "teachers and sisters paired up", "love chain" and other activities, the old teachers from the professional thinking, business ability to work style, all-round help new teachers to grow, help them learn from the daily education and teaching work bit by bit experience professional happiness.

4. The Significance of Promoting the Practice of Teacher Moral Growth

This topic starts from strengthening the integration of production and education, innovating the moral education of teachers, and exploring the professional promotion and teacher growth strategy of promoting kindergarten teachers' "pre-employment to post-employment integration", which has strong pertinence and effectiveness.

The attempt of integration of production and education has enabled first-line kindergarten teachers to bring a large number of positive professional experiences into the pre-service classroom, which not only allows the kindergarten teachers to know “how to do it”, but also allows them to see

“how we do it”, which makes the most sense. Yes, let them feel "the happiness and happiness after doing this". The kindergarten teacher's moral practice is fully integrated with the pre-service teacher's morality theory, and it is easier to accept for the new generation of kindergarten teachers and students, which greatly stimulates their professional emotions. I began to fall in love with this line.

In the past, "one-way indoctrination" has been difficult to accept for a new generation of early childhood educators. For its psychological characteristics, we emphasize the "interactive and dialogue" experience, and develop the one-way education of the outer-speech theory and the subjective morality of endogenous theory. In combination, the rigid constraints of the norm are combined with the human care of education, and various forms of activities are tried to enhance the pertinence and effectiveness of the teacher's moral education, and to promote the simultaneous improvement of their professional ability and teacher's morality.

Teacher's moral cultivation is not only a basic requirement for personal professional behavior, but also a comprehensive manifestation of its ideological realm and personality literacy. In the teacher's moral education, this subject emphasizes respect and tolerance, highlights cooperation and guidance, combines external moral requirements with the internal needs of their own teacher's moral growth, and leads ideological communication, psychological emotional care, and professionalism. Supervising and improving the three aspects, focusing on stimulating the consciousness of the new generation of kindergarten teachers and kindergarten teachers, through effective improvement of moral literacy, not only makes it better to improve professional ability, but also from dedication to music, thus reflecting professional value and life.

This topic highlights the characteristics of practical exploration and applied research, and attempts to explore a series of effective teacher moral education strategies. While promoting the growth of new teachers' morality, it can also improve the management of kindergartens as a whole and help solve new teachers. The problems of not going down, "can't stay", "doing it soon", and good atmosphere also promoted the old teachers to actively improve the professional comprehensive quality, improve the quality of childcare and education, thus achieving the common progress of kindergartens and teachers.

5. The Integration of Production and Education Promotes the Reflection of the Growth of Teachers' Morality

It is necessary to change the “main” mode characterized by forced and hard indoctrination in the past, and introduce organizational strategies such as action research, cooperative learning sharing, and psychological counseling that are more easily accepted by the new generation of kindergarten teachers and students, through innovative education methods and enriching education. The teacher education that truly enters the heart is integrated into the teacher education of true feelings. The teachers and students are still very willing to accept and participate, and it is also very effective.

Teachers and teachers can seem to be different, but in fact they can't be separated. The two should be mutually reinforcing and synchronously improving. Therefore, in the practice of promoting the growth of new teachers' morality, we must pay attention to the improvement of teachers' professional skills, through the continuous improvement of performance, experience their own value from work achievements, feel professional happiness, and day-to-day day-to-day education and work. Find fun, find happiness, enhance the professional honor and life value of teachers, and let the new teachers appreciate the true meaning of this teacher's happiness.

As a kind of vocational education, teacher education should realize the organic connection and close connection between pre-employment and post-employment, and extend the teacher's moral education from pre-service to pre-service. Although the quality of running schools in kindergartens has continued to develop in recent years, there are also some misunderstandings that emphasize theoretical indoctrination and despise practical ability, especially in the practical training of professional skills such as kindergarten games and childcare. The content that many graduates learn at school is difficult to interface with early childhood education practice. The integration of production and education is a very professional education concept, which is necessary for the

teacher's moral growth and professional development.

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