

Research on Talents Training Model and Course System Construction of Preschool Education Major in Five-year Consistent Higher Vocational Education

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Abstract: This paper starts from the background and significance of five-year consistent preschool education personnel training, then analyses the existing problems of five-year consistent preschool education professional personnel training, and finally takes our school as an example to summarize the experience of five-year consistent preschool education professional personnel training, hoping to provide reference for other higher vocational colleges.

1. Background and Significance of Training Five-year Consistent Talents

"Some Opinions of the State Council on the Current Development of Preschool Education" in No. 41 Document of State Council [2010] pointed out that "actively explore the five-year consistent preschool diploma teacher training mode from the starting point of junior high school graduation". "Accelerate the construction of a team of preschool teachers with noble ethics, love for children, sophisticated business and reasonable structure. Improve the preschool education teacher training system. At present, the vigorous development of preschool education in China has brought about unprecedented opportunities and challenges for preschool teacher education. In order to meet the needs of society for high-quality preschool education talents, preschool teacher education must aim at training high-quality preschool educators. The core of improving the quality of personnel training is to reform the mode of personnel training on the premise of following the law of education. In order to deepen the reform of education and teaching and establish and improve the training mechanism of applied talents, it is of positive theoretical and practical value to explore and study the training objectives, teaching plans, curricula, talent evaluation and integrated operation mechanism of five-year preschool education specialty.

The so-called talent training model is a "function-structure" model, which is interactive and dynamic isomorphic. That is to say, under the guidance of certain educational concepts, a relatively stable structural state and operational mechanism have been formed to achieve certain training objectives, and a stereotyped paradigm has been formed in practice. It covers the educational concept of talent cultivation, the goal of talent cultivation, the process of talent cultivation (involving specialty setting, curriculum system, teaching content and methods, teaching organization and management), and the evaluation of talent cultivation. In the process of personnel training, the training mode is in the guiding position, and as the core, it determines the whole process of education and teaching activities. In this sense, the reform of talent training mode is the overall reform of school education, teaching and management.

Five-year consistent preschool education specialty is a new pre-service training mode for preschool teachers based on the former three-year secondary preschool teachers' training. It integrates junior middle school, five-year consistent and higher education specialty levels. This uniqueness is the value and vitality of its existence, and has become one of the main bodies of kindergarten front-line teacher training in China. However, under the background of the popularization of higher education and the open teacher education system, the five-year preschool education has not been able to give full play to its advantages. One of the most important reasons is

that the core elements of the talent training mode, such as the goal of talent training, the construction of curriculum system and the evaluation criteria, are still in the exploratory stage and the transition stage. They often swing between kindergarten teachers in secondary vocational schools and undergraduate teachers in normal universities, failing to form their own uniqueness and lagging behind the needs of preschool education development and preschool education teachers' professional development. Therefore, we must fully understand the urgency of the reform of the five-year preschool education professional training model.

Therefore, we should further study the characteristics and rules of the five-year consistent preschool education personnel training, and construct the theoretical framework of the five-year consistent preschool education professional personnel training objectives, training specifications, curriculum system, assessment criteria and management operation mechanism. The basic theory of the five-year consistent preschool education teacher training model is applied to the professional construction and preschool education teacher training process. The theory guides the practice, puts forward the reform plan, reconstructs the curriculum system, reforms the teaching mode, and summarizes and refines the experience and paradigms of various schools.

2. The Main Problems of the Five-year Preschool Education Major in the Training of Talents in Secondary and Higher Vocational Schools

From the practical point of view, the reform of the five-year consistent preschool education training mode needs to be further deepened urgently. For a considerable period of time in the future, the main channels of preschool education teachers' training are: the "three-year" specialty for recruiting secondary vocational and preschool education graduates and the "three-two-stage" five-year consistent specialty for junior high school graduates. However, by consulting relevant information and combining with the current mode of running schools in brotherly colleges and universities, the main problems existing in the current five-year consistent preschool education specialty in the process of personnel training in secondary and higher vocational schools are as follows:

2.1 The Orientation of Talent Training Objectives is Ambiguous and the Level of Training Specifications is Ambiguous.

At present, the orientation of professional training objectives and the level of training specifications of three-year specialty and five-year consistency specialty and kindergarten teacher specialty in higher vocational colleges are not very clear. Five-year consistency majors have become the "extended version" of the specialty of vocational high school and kindergarten teachers, emphasizing the training of basic professional skills such as piano, vocal music, dance and fine arts, while neglecting the improvement of students' humanistic quality, professional theoretical quality and practical ability. Or become the goal of preschool education undergraduate training "rapid formation" and "compression type", overemphasizing the teaching of systematic professional theoretical knowledge, for the kindergarten practice needs professional skills, practical ability, teaching and research ability and other training is seriously inadequate.

2.2 The Curriculum Content is Repeated, Lacking of Overall Coordination and Gradual Integration.

The core of the integration of preschool education professional training in secondary vocational and higher vocational colleges is the organic integration and cohesion of the two stages of curriculum. The survey found that the current teaching plans of some colleges and universities did not take into account the integration of the curriculum system as a whole, the gradualism and logic of the content. Simply splicing the curriculum of Higher Vocational Colleges and the curriculum of Higher Vocational Colleges together, they often set up their own courses according to their respective teachers, resulting in serious repetition of the curriculum offered, which did not reflect the characteristics of the five-year consistent system.

2.3 Lack of Interaction, Collaboration and Resource Sharing in Teaching Organizations.

The integration of secondary vocational and higher vocational education lacks substantial cooperation and coordination in the practical operation stage, which is mainly manifested in the low sharing of teachers and other teaching resources, the poor consistency of students' assessment standards, the lack of interaction between teachers' teaching and research activities and students' various professional activities.

2.4 Weak Teachers Strength.

Many teachers in higher vocational colleges are fresh graduates, and their theoretical knowledge and practical ability are weak. Especially in private higher vocational colleges like our university, how to recruit talents with higher titles and academic qualifications is very important. At the same time, because of the characteristics of Higher Vocational colleges, the requirements for double-qualified teachers make the teachers in Colleges and Universities generally weak.

3. A Case Study of Yunnan Foreign Language Vocational College

The training mode of preschool education talents is not only the basic problem of the reform and development of preschool education. Our school's preschool education major began to recruit students from the first three-year college in 2012, from the five-year college in 2013, and from the five-year college in 2014, we began to try to train five-year consistent talents. We have accumulated some experience in the training mode and curriculum. According to the actual situation of our school, the enrollment and scale of our preschool education major at the present stage, the number of five-year colleges and universities accounts for the vast majority. Therefore, the training mode of our preschool education professionals should be positioned on the type of five-year consistent higher vocational education, in order to have a correct logical starting point. Talent training mode has the characteristics of paradigm, practicality, diversity, systematic and dynamics. For our preschool education major, the qualifications for achieving the expected goal of personnel training include:

The purpose of running a school is to train high-quality professional talents who are required to master the skills of education, nursing and service in preschool education. This major adheres to the principle of "educating people first, education first" and "specialty + language, language + skills", cultivating all-round development of morality, intelligence, physique and beauty, and possessing good professional ethics and humanistic quality. Teachers who are good at communication and cooperation and engage in preschool education should master more systematic professional knowledge and skills, have stronger ability of conservation, activity design and organization, practice reflection and self-development. Our school requires every major to set up at least one professional foreign language to train internationalized talents.

The preliminary construction of theoretical teaching and practical teaching system is based on the cultivation of practical application ability of preschool education specialty. Our school requires that the practical class hours should account for more than half of the total class hours. In terms of teaching methods and means, students' practical ability should be strengthened to carry out in-depth case teaching, scene teaching, simulation teaching and other project-based teaching equipment and post simulation training teaching.

Initially form a way of talent training combining school teaching with social production. In the practical teaching link, there are three parts in our school's talent program: social practice, enterprise follow-up practice and graduation post practice, which must be all qualified in order to meet the requirements of graduation practice credits.

A team of teachers with higher education and teaching level and strong practical ability has been built. Preschool education specialty belongs to the state-controlled specialty, which is the cradle of nurturing kindergarten teachers for the country. Our school has over 30% Vice-Senior teachers, over 60% master students and over 40% double-qualified teachers. At the same time, we also employ out-of-school professionals and experienced kindergarten personnel as our expert teaching team to

enrich the teaching staff of practical teaching.

The construction has good practical teaching conditions and teaching environment. Our school has established good school-enterprise cooperation with many kindergartens outside the school. The practice rate of students on duty is 99%. At the same time, the school has established 15 preschool education training rooms, which provide a good teaching environment for students.

It has complete teaching norms and modern educational management system. In terms of teaching management and control, our school has formulated such systems as Teaching Quality Standards, Implementing Measures for Strengthening the Construction of Teaching Connotation and Improving Teaching Quality in Yunnan Vocational College of Foreign Affairs and Foreign Languages, and Provisional Measures for the Management of Special Funds for the Development of Yunnan Private Higher Education in Yunnan Vocational College of Foreign Affairs and Foreign Languages to guide and regulate educational and teaching activities.

Although there are some problems in running preschool education specialty of five-year consistent higher vocational education, we should adjust the original curriculum system and optimize the curriculum system of "wide foundation, flexible module, specialization and combination of post and study" based on our school's talent training experience. In-depth case teaching, scene teaching, simulation teaching project teaching and post teaching. Create a "teaching, learning and doing" integrated learning and training environment, improve and promote in-depth cooperation between schools and enterprises, and build a local "spiral alternation of work and learning" preschool education personnel training mode. Improve the efficiency and efficiency of preschool education personnel training in Higher Vocational colleges, and form a local preschool education development paradigm with universal value.

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