

Exploration on the Integration and Optimization of Preschool Education and Kindergarten Education in China

Xi Liu

The 21st Kindergarten in Hexi District of Tianjin, Tianjin, 300222, China

Keywords: community preschool education; kindergarten education; integration optimization

Abstract: The pre-school education in China is mostly kindergarten. However, the full effect of kindergarten education depends on the continuity of education. Community preschool education is a supplement and continuation of kindergarten education. Its development has been won by all walks of life in recent years. Accreditation, the integration and optimization of community preschool education and kindergarten education has become an inevitable trend in the development of preschool education. Based on the analysis of the status quo of preschool education development in China, this paper clarifies the necessity of integrating and optimizing preschool education and kindergarten education, and at the same time excavating the main problems faced by preschool education in our community. Finally, it proposes the integration of the two. Optimized related strategy recommendations.

1. Introduction

At present, the socialization of education has become an important trend in the comprehensive deepening reform of education in China. As the basic place for residents to live, the community has naturally become the best combination point for promoting the socialization of education. Community education is closely related to the growth of young children. The content of preschool education in the community has increasingly aroused the understanding of all walks of life. How to combine community preschool education with kindergarten preschool education to realize the integration and optimization of the two resources has become a preschool The key to the long-term development of education, the discussion of this part of the paper begins with the development of pre-school education in China.

2. The status quo of preschool education development in China

2.1 Preschool education school scale

Since the 1980s, the strengthening of preschool education has become the consensus of education reform in various countries. Under this background, countries have carried out in-depth theoretical research and practical exploration of preschool education. China's early education market has developed since 1998. Both in terms of scale and experience, it has made great progress. According to relevant information from the Ministry of Education, the number of kindergartens in China in 2010 was 150,400. As of the end of 2017, this number has reached 255,000, an increase of 69.5%, Figure 1 is the number of schools in pre-school education in China in 2011-2018. The ever-expanding scale of pre-school education schools is closely related to the increasing educational awareness of our people. With the continuous attention of the Chinese government and all walks of life to pre-school education, the gradual expansion of the rural pre-school education market and the "two-child" policy With the increase in the number of newborns, the prospects for the development of preschool education schools in China are still very broad.

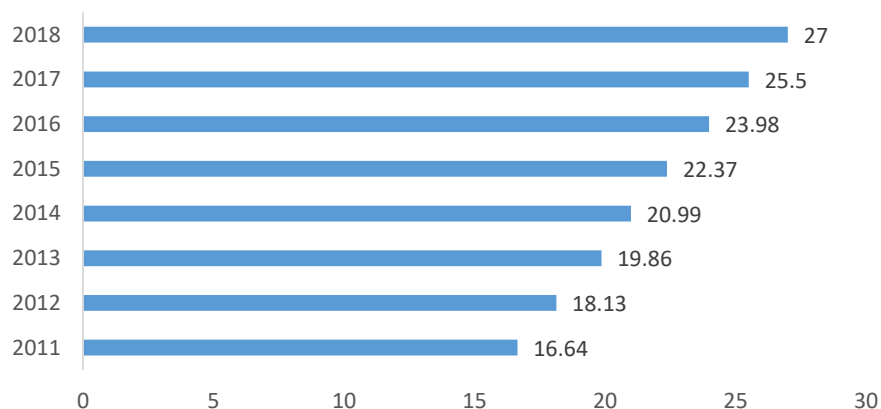


Figure 1 Number of preschool education schools in China in 2011-2018 (unit: 10,000)

2.2 Preschool education teacher scale

Infancy is the child's habit development stage, and the quality of preschool education teachers is of great significance to the improvement of education quality. The continuous development of pre-school education in China is inseparable from the growth of the number of teachers in the industry. Since 2010, the number of teachers in pre-school education has gradually increased. In 2010, the number of full-time teachers in kindergartens was 1,305,300, and by 2017, it reached 2,707,100, an increase of one. More than enough. In addition to the rapid increase in the number of students, the level of education for pre-school teachers has gradually increased. Among the teachers, the proportion of graduates with bachelor degree or above has increased year by year. However, as far as the development of preschool education in China is concerned, the gap in the number of teachers is still not small. From 2010 to 2017, the ratio of pre-school education to teachers is gradually decreasing. The number of teachers is still showing the status quo of preschool education. insufficient.

Table 1 2010-2017 China's pre-school education teachers

Project/year	2010	2011	2012	2013	2014	2015	2016	2017
Number of full-time teachers in kindergarten (10,000)	130.53	149.6	167.75	188.51	208.03	230.31	249.88	270.71
Preschool education student-teacher ratio	26.01	26.03	24.92	23.41	21.97	20.79	19.77	18.76

2.3 The main mode of pre-school education

The main school-running schools in China's pre-school education schools are divided into four categories: the first category, the education department, specifically the kindergartens directly managed by the Education Bureau, covering the education administrative departments at all levels, the affiliated kindergartens of public universities, and so on; Class, private, refers to kindergartens that meet the requirements of certain school conditions and are approved by relevant administrative departments. The kindergartens run by non-financial education funds may be private individuals, non-state-owned enterprises, social organizations and organizations; Collectively organized, kindergartens run by collective self-governing units (street offices, residents committees, villagers committees, etc.) using collective assets; the fourth category, other departments, refers to the relevant government departments, state-owned enterprises and institutions, the military, the Communist Youth League, etc. Kindergartens, school resources come from the state's financial

funds.

3. The Connotation and Necessity Analysis of the Integration and Optimization of Preschool Education and Kindergarten Education in Community

3.1 The basic connotation of preschool education and kindergarten education in the community

The community is a spatial expression of social life. With the accelerating process of urbanization in China, the community has become the main place for the daily life of the residents, and it has also become the main environment for the growth of young children. Community preschool education is a form of education for all young children in their region. Its typical characteristics are the broad coverage of education. The dramatic changes in the era have put forward realistic requirements for the educational model. Contemporary education is not only limited to schools, but its social characteristics become more and more obvious. As a pre-school education that lays the foundation for children's learning, the integration of family, school and community has become a reality.

Kindergarten education refers to the education that young children receive in institutions where kindergartens are the main form. It is an important part of basic education. It lays the initial foundation for learning for children entering primary, secondary and university in the future. As a pre-school education institution, kindergartens generally accept children over the age of three and under six years of age. The education covers language, science, and art, and is complemented by various activities to promote the harmonious development of children's physical and mental health.

3.2 The necessity of integrating and optimizing preschool education and kindergarten education in the community

3.2.1 Extending the radiation range of kindergarten education

Kindergarten education relies on institutional carriers and has a large geographical restriction on the radiation range of education. After children receive relevant education in kindergartens, there is no follow-up continuous education mechanism to play a role in the continuation of teaching effects. However, education is the key to continuity. The scope of pre-school education should not be limited to institutions such as kindergartens, but should also be deeply embedded in the daily life environment of young children. Realizing the integration of pre-school education and kindergarten education can make the effect of kindergarten education fully exerted, and it is of great significance to enrich the level of pre-school education.

3.2.2 Meeting the needs of the era of education socialization

Education socialization is one of the mainstream trends in the current era. The constant innovation of cutting-edge information technology has spawned various ideas and models. In the field of education, it is socialization of education. The Kindergarten Work Plan (2016) states that kindergartens must work extensively with the community to establish deeper connections. To effectively promote the deepening reform in the field of education, preschool education as the basic link of the education system should actively realize the innovation of ideas and models, and integrate and optimize preschool education and kindergarten education, which is an effective way to cope with this urgent requirement. .

4. Problems in the development of preschool education in our community

4.1 Insufficient awareness of preschool education in the community

Most of the work related to pre-school education in the community is promoted through the education system. The initiative of kindergartens and parents is insufficient. The emergence of this phenomenon is caused by two factors: on the one hand, the parents of children have insufficient understanding of the importance of preschool education in the community, and some parents have

never even heard of this idea, so they cannot form the correct preschool education for the community. Cognition, the enthusiasm for participating in it is not high, or participation in practice in the form, there is a tendency to act; on the other hand, the enthusiasm of kindergartens to participate in community preschool education is insufficient. At present, the number of kindergartens in China is very large in the total number of kindergartens. In 2017, for example, the number of private kindergartens reached 160,400, accounting for 62.9% of the total number of kindergartens in China. Based on their own interests, the additional cost also made a large number of kindergartens, which was discouraged from preschool education.

4.2 Did not make full use of community education resources

The development of community preschool education depends on the richness of relevant educational resources in the community, whether the human, material and financial resources of the community in which it is located can be fully utilized, and the support of various organizations in the community to support preschool education in the community will affect its development. Examining the development of preschool education in our community, the lack of utilization of community education resources is a major problem that restricts its long-term development. For example, the lack of public education facilities (or old facilities) and the public places in the community have insufficient support for community preschool education. There are obstacles in the coordination of various organizations or organizations in the community, which makes the communities with rich educational resources lagging behind in the extension of preschool education.

4.3 Difficulties in organization and operation

Community preschool education involves various factors, and the various social relationships that need to be coordinated are complex, and therefore need a sound organizational framework to support. For example, contact with relevant enterprises in the community to win support for the company; communicate with social enthusiasts to obtain financial support; cooperate with local educational institutions to obtain support for equipment and manpower, etc. Effective development requires a specialized organizational framework that enables it to operate efficiently. However, at present, pre-school education in China's community is well-recognized in the construction of such organizational mechanisms. Many community pre-school education activities are inevitable and disorderly, which hinders their development.

5. Strategies for Integrating and Optimizing Community Preschool Education and Kindergarten Education

5.1 Develop clear educational goals and strengthen community preschool education awareness

The goal is to determine the direction, the optimization and integration of community preschool education and kindergarten education, we must clearly define the goals of community preschool education. Among them, the most fundamental educational goal is to effectively promote the child's physical and mental development, so that the educational content received by the child in the kindergarten can be further understood in life and extend the teaching effect. The more detailed goals are divided into the following points: First, to enhance the universality and radiation coverage of pre-school education, to provide more and more comprehensive educational opportunities for young children; second, to reform the educational concept of parents, so that parents can further Understand the importance of pre-school education in the community and guide parents to give strong support to the work; third, create a good environment for children to grow up.

5.2 Deeply explore community education resources

The development of young children is related to the future of the country. Individuals, organizations and institutions in the community should provide relevant resources for community preschool education. All parties should be in close contact and work together to provide a good community cultural environment for young children. People are the product of the environment. For

young children, the environment has a greater impact on them, and a long-term deep environment is a good environment for the formation of children's health. Ideas are of great significance. In addition, all parties in the community should provide various resources within the scope of their own preschool education. For example, parents with certain skills can join the activities organized by the community preschool education organization to teach the children; Institutions such as museums and memorials should cooperate with community preschool education organizations to provide venue resources for children to receive knowledge education.

5.3 Build a high-quality community preschool education team

Community preschool education is a public welfare undertaking, and its profitability is inevitably low. A well-developed community preschool education organization mechanism requires a high-quality talent team. The relevant government departments should fully mobilize based on this part of the practitioners with appropriate subsidies. Dedicated organizational talents invest in the enthusiasm of community preschool education practice. Specific implementation measures can refer to the following points: First, for the high-end talents engaged in community pre-school education for a certain period of time to give follow-up policy support (such as participating in the national civil service examination for extra points, education and further examination related points, future self-employment Policy incentives, etc.) Secondly, students in pre-primary education are encouraged to go to the community to provide services, enrich the team of pre-school education services, and also be able to exercise the practical ability of students in the school. Finally, enhance the flexibility of community pre-school education services. Stimulating professionals in the society who are interested in public welfare work in their spare time.

6. Conclusion

The deep integration of community preschool education and kindergarten education is one of the important trends in current education development. There are major problems in preschool education for the community. It should be solved through the integration and optimization of the two measures. However, the quality of preschool education in China can be steadily improved. .

References

- [1] Yang Rui. Exploration on the coordinated development of preschool education and community preschool education in local colleges and universities [J]. Industry and Technology Forum, 2018, 17 (21): 152-153.
- [2] Jiang Jiahua. Discussion on Kindergarten-centered Community Preschool Education Model [J]. Contemporary Teaching Research Series, 2018(02):133.
- [3] Zhao Mengying. Strategies for the integration of preschool education and kindergarten education in the community [J]. Times Agricultural Machinery, 2017, 44 (04): 202+204.
- [4] Qu Pan. The Necessity and Suggestions of Developing Preschool Education in China [J]. Curriculum Education Research, 2016(33): 1-2.
- [5] Chen Peng, Liu Yang. Strategies for Constructing the “Trinity” Ecological Preschool Education Model [J]. Journal of Shaanxi Preschool Teachers College, 2016, 32(10):13-16.