

Research on Curriculum Setting and Talent Training of Early Education Major in Higher Vocational Colleges

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Abstract: Recently, due to the rapid progress of social economy in China, early education has also made rapid development. The demand for early education teachers is increasing day by day. The early education major has entered more and more higher vocational colleges. At present, for all vocational colleges, early education majors are in the initial stage of development, and there are many shortcomings. Based on the specific situation of early education in vocational colleges in China, this paper analyzes the concept of early education, puts forward the problems in the curriculum setting and talent training of the early education specialty in vocational colleges, and makes the specific measures for the curriculum setting and talent training of the early education specialty, aiming to promote the long-term progress of the early education specialty in higher vocational colleges.

1. Introduction

In the course teaching of early education in higher vocational colleges, the existing problems are prominent, producing a negative impact on the innovation of related teaching work. In the new era, to meet the current needs of talent training in China, we need to further strengthen the curriculum setting and talent training of early education in vocational colleges, and promote the progress of related work through diversified measures.

2. Concept of Early Education

The so-called early education refers to the educational activities accepted by individuals from birth to the pre-primary stage. The early education includes educational activities between the age of 0-6, which can be divided into infant education activities and early childhood education activities. At present, in the view of China's educational circles, early education refers to the 0-3-year-old infant education activities, and the 3-6-year-old children's education activities are called early childhood education. There is a significant difference between the two, which should not be confused. ^[1]

3. Problems in the Curriculum Setting and Talent Training of Early Education in Higher Vocational Colleges

Different from preschool education major, early education major is more inclined to the early education activities of 0-3 years old children. In China, the early education major was established in 2010. Compared with other majors, the construction of early education major is far behind in many aspects, such as curriculum system, talent training objectives, selection and application of teaching materials, teachers and so on.

3.1 Unreasonable Proportion of Theoretical Courses and Practical Courses

In most of the early education majors in higher vocational colleges, the time for students to study theory on campus is usually two years, while the time for off-campus practice and training is one year. Although the practice and training take a long time, it is difficult for students to go back to the classroom to carry out relevant reflection activities for shortcomings in practice. Students can't promote the theory to transform into educational practice. In the practice activities of higher vocational college students, the form of scattered practice is chosen. There are some differences in the quality of these early education institutions. Higher vocational colleges can't systematically supervise the specific situation of students' practice and training.

3.2 Lack of Clear Talent Training Objectives and Specifications

At this stage, to meet the needs of the current social progress, many higher vocational colleges have set up early education major. However, the construction of early education major is under constant research and exploration, and there is a lack of certain talent training objectives^[2]. In the view of some scholars, early education major is mainly responsible for the cultivation of reflective teachers and managers, which requires that the students need to have relevant professional skills and innovative spirit. Only in this way can we promote the progress of society. And some scholars think that the training goal of early education major is mainly for early education institutions, responsible for training professional skilled talents.

3.3 Single Curriculum Evaluation System

Whether it is the test of teaching quality and effect in higher vocational colleges, or the measurement of professional development level in early education, we need to rely on the relevant evaluation system. At the present stage, the talent training of early education major in higher vocational colleges lacks diversified evaluation standards, so it is hard to show the characteristics of the major. The evaluation of teachers' teaching effect and students' learning achievements only uses quantitative evaluation, and the evaluation activities are mainly based on the depth and breadth of students' theoretical knowledge. The evaluation standard for students' practice ability is not systematic enough.

4. Specific Measures of Curriculum Setting and Talent Training of Early Education Major in Higher Vocational Colleges

At present, to speed up the construction of early education major in higher vocational colleges, domestic researchers have carried out a lot of research and analysis work, and made clear the construction principles of curriculum and talent training of early education major in higher vocational colleges. Among them, the most important ones are the characteristics of the times, teachers' training, practice and cohesion, greatly guiding the progress of early education.

4.1 Enhance the Scientificity of the Teaching of Different Subjects

Firstly, during subject teaching, the theoretical knowledge and practical teaching of higher vocational students can be separated. In the specific theoretical knowledge teaching work, we mainly develop relevant theoretical courses and compulsory courses. In the practical skills teaching work, the focus is on the relevant practical courses and elective courses to strengthen the cultivation of students' diversified ability. Moreover, in line with the relevant documents under the premise of the current teaching form, we should vigorously carry out the relevant improvement and innovation work, and constantly promote the scientificity of teaching materials and resources. For students, we can also fully use professional training forms to help students master more professional knowledge and skills, so that students can closely combine theory and practice. In the specific work, for some less important professional courses, we can also simplify the content and highlight the key points, which can save more valuable time, promote students to master more systematic knowledge content and enhance students' learning quality^[3].

Secondly, while developing the teaching work, we can also link the early education professional courses with other education courses. Teachers of all disciplines can develop in-depth cooperation, which can make teachers' teaching experience more abundant. Colleges can also invite some excellent teachers to participate in the explanation activities of knowledge content, so as to promote the expansion of students' knowledge.

4.2 Perfect Teaching Time

In the traditional teaching work of early education major in higher vocational colleges, there is a lack of sufficient ability training practice. To properly deal with this problem, we can improve the talent training and course teaching time. In the process of teaching practice improvement, we should mainly improve the teaching practice of professional courses, set the teaching goal as the cultivation of students' professional ability and core education content, and develop systematic professional teaching in an all-round way. Meanwhile, we also need to focus on the teaching time of theoretical knowledge, constantly improve its scientificity, and help students master the content of theoretical knowledge.

To strengthen the practical ability of higher vocational college students, for practice courses of early education in vocational colleges, we need to develop relevant improvement work at any time according to the specific situation, so as to help students have a scientific understanding of the post knowledge. Teachers should also perfect the practical teaching practice efficiently, strive to create more opportunities for students and enhance their learning ability, lay a good foundation for the overall progress of students. In order to connect the content of theoretical knowledge with practice closely, after the explanation of the content of theoretical knowledge, it is also necessary to design class hours, enhance students' practical skills, help students combine theoretical knowledge with practice closely, and realize the strengthening of learning effect through practical activities.

4.3 Improve the Curriculum Evaluation System

In the course evaluation of early education in higher vocational colleges, in order to fully reflect the systematicness and scientificity of the evaluation activities, we need to develop relevant sound work in view of the current course evaluation system. During curriculum evaluation of early education major, cultivating talents is the key content. It is mainly responsible for cultivating students' abilities in many aspects. It also needs to focus on students' individual differences, highlight students' own characteristics, and enhance students' abilities in knowledge, decision-making, reflection and innovation.

In the evaluation activities, as for evaluation subjects, in addition to teachers and students, we can also invite schools, early education institutions, experts and other subjects to participate in the

evaluation activities, which can improve the scientificity of the evaluation activities. As for the specific types of evaluation, we can use the form of standard evaluation and process evaluation to make a systematic evaluation on many aspects of students. For the evaluation method, in addition to quantitative methods, we can also use qualitative methods, mainly including growth record bag, questionnaire, interview, evaluation report and other forms.

4.4 Strengthen the Construction of Teaching Staff

Teachers play a key role in the curriculum design and talent training of early education in vocational colleges. To promote the effect of curriculum implementation and achieve the goal of talent training, we should further strengthen the construction of teaching staff. As for the structure of teacher-student ratio, higher vocational colleges need to adjust the teacher-student ratio, constantly enhance its scientificity, and ensure that teachers can have more time and energy to invest in teaching and scientific research. As for the source of teachers, the employed teachers need to have professional education background and higher education. To make the source of teachers more diversified, excellent talents from early education enterprises or institutions can also be invited to participate, so as to promote the proportion of part-time teachers.

In view of the current teachers, we can further strengthen the teaching and research training work, focus on the specific situation, constantly improve and supplement the training content, ensure that teachers have sufficient theoretical knowledge and higher practical ability, so as to effectively promote the curriculum teaching reform and enhance teachers' scientific research ability.

5. Conclusion

In China, early education is in the stage of continuous progress and exploration. In the process of developing specific work, higher vocational colleges need to seriously study and analyze the professional curriculum setting and talent training, strive to build early education curriculum system, and constantly improve the professionalism, scientificity and integrity of enterprises. Only in this way can the market meet the needs of early education talents and promote the overall progress of early education industry.

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