

Exploration on the Construction of Preschool Education Major in Private Higher Vocational Colleges

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Abstract: Social development has promoted the development of education. At the same time, people pay more and more attention to preschool education, and put forward higher requirements for the ability and quality of preschool education talents. In order to improve the professionalism and professionalism of talents, private higher vocational colleges should start from the needs of social development, effectively innovate and adjust the construction of preschool professional education, and improve the effectiveness and pertinence of teaching. This paper starts with analyzing the weak links in the construction of preschool education in private higher vocational colleges, and puts forward the ways to build preschool education.

1. Introduction

Private higher vocational education is an important part of education work and plays an irreplaceable role in cultivating professional and practical talents. In the construction of preschool education, private higher vocational colleges should start from the actual needs of social development and carry out necessary innovations and reforms in professional teaching to ensure the practicability and reliability of personnel training. Due to the influence of many factors, there are still some problems in the construction of pre-school education in private higher vocational colleges. This affects the professional development and hinders the long-term development of talents. Therefore, it is very necessary and important to strengthen professional construction. Exploring has great practical value and significance.

China's latest "Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" mentioned that it is necessary to basically popularize pre-school education and realize the importance of pre-school education for children's physical and mental health, habit formation and intellectual development. Children's physical and mental development rules, adhere to scientific methods of education, to ensure the happy and healthy growth of young children. With the intensification of social competition and knowledge economy, in order to let their descendants "win on the starting line", people pay more and more attention to preschool education institutions such as kindergartens, and the number of kindergartens is increasing day by day; however, the quality of kindergarten education is still uneven. . Many kindergartens put forward high tuition fees through the guise of "high teaching quality"; but there is a lack of reasonable and perfect education system [1-2], and there are many shortcomings in the in-service teachers. The increase in the number of kindergartens has led to an increase in the gold content of kindergarten teachers. However, many kindergartens are difficult to recruit excellent counterpart graduates. There is a contradiction between supply and demand of insufficient number of kindergarten teachers. These problems need to be solved by these private higher vocational schools. Coordination and coordination of the school.

Under the influence of traditional educational thoughts, the traditional curriculum system of preschool education is mainly based on theoretical teaching. The practicality is obviously insufficient, and the teaching content is relatively backward. Teachers can't update and adjust the content of preschool professional teaching according to the needs of the development of the times. The practicability is poor [3]. Under this circumstance, the students' ability and quality can not meet the actual needs of the post. After they enter the position, they must re-learn and adapt for a long time, which greatly reduces the students' professional ability and competitiveness. At the same time,

in the classroom, teachers set the teaching content with the teaching materials as the core, and the teaching materials can not be updated in real time. Therefore, many of the contents are not in line with the actual needs of preschool education, and new educational knowledge and methods cannot be included in the classroom in time. In teaching, teaching and actual needs are obviously out of touch, and students' interest in theoretical knowledge is also significantly lower, and their theoretical literacy and practical ability can not be well developed [4-6]. Teachers are the organizers and guides of classroom teaching. Their ability and quality will have a direct impact on the quality of teaching. However, the current practical experience of teachers in higher vocational colleges is insufficient, and most of them do not have experience in preschool education. In fact, their ability and literacy are obviously insufficient to meet the actual needs of the current professional education work. In recent years, higher vocational colleges have shown a clear trend of enrollment expansion, and the number of teachers has also increased accordingly. The teaching staff has shown a trend of rejuvenation. Their theoretical knowledge is mostly derived from teaching materials, while practical experience is seriously lacking in teaching. In the process, they can't use vivid cases to explain theoretical knowledge, nor can they effectively guide students in the pre-school education. Therefore, how to establish a new curriculum system and improve the professional ability of teachers has become the key to the construction of the semester education profession.

2. Method

2.1 Tightly Build Vocational Vocational Education Curriculum System around Vocational Ability.

Private higher vocational colleges should analyze the professional post work ability, grasp the talent requirements of the early childhood education institutions, and then construct the curriculum system, and optimize the set courses. The courses that can be divided into pre-school education are six modules: career foundation, public foundation, practical practice, professional ability development, vocational skills, and hidden curriculum. Among them, the ability to expand professional ability can be expanded on the basis of setting up professional elective courses. The implicit course refers to creating a professional culture atmosphere. The explanation of public courses should adhere to the principles of sufficient use and necessity, emphasizing the role of instrumentality and knowledge, diluting the process of deriving theory, attaching importance to the cultivation of students' ability to apply theoretical results, and attaching importance to updating and selecting teaching knowledge. The teaching principles of vocational courses are necessarily and must be known, and thus the specificity of the profession is reflected. The professional class teaching knowledge highlights the implementation and application, and focuses on cultivating professional ability and transformation ability. The teaching of teaching theory courses such as the management and organization of kindergartens, the introduction to preschool health, the introduction to preschool psychology, and the introduction to preschool education need to pay attention to students' exploration of a series of common phenomena in the preschool education industry under the premise of learning basic theories; art, piano, dance The lectures are mainly to develop students' professional ability, so that students can learn some basic professional skills, thus laying the foundation for future children's education; the application writing course is mainly to let students learn some music theory skills, skills, knowledge, music performance rules, Familiar with the characteristics of performance elements and acoustic elements, enhance the sense of music and the ability to understand, sing and appreciate Chinese and foreign vocal music.

2.2 Constructing the Ability Structure of Preschool Teachers According to the Particularity of Preschool Education Occupation.

The peculiar psychological characteristics of preschool children determine the particularity and complexity of early childhood education [7-9], and also determine the professional quality and ability structure required by preschool education students. Therefore, kindergarten teachers should first have a good work ethic. Early childhood is a period of vitality, great potential for development

and plasticity. It requires the care and protection of adults. It also requires teachers' love, cherish and awe of life, understanding, understanding and respect for the laws of life and life. The sensitivity, discovery and support of wisdom in the early life; it requires teachers to profoundly understand the integrity of life, understand the unique value of happy childhood life for the development of life, and understand the important influence of this stage of education on the individual life of each child. [10]. In this sense, preschool education must have a good work ethic, care for children, love children, treat children with equals, respect children, support children's learning, promote children's cognitive and intellectual development, promote children's sociality, and positive personality. Harmonious development. This should be the first requirement for teachers and the most basic condition for a qualified preschool teacher. Secondly, it has extensive knowledge and comprehensive and correct understanding of children's development capabilities. Preschool teachers undertake the task of stimulating children's interest in nature and the world around them, and enlighten children's minds. Pre-school education courses should be offered in natural sciences and humanities and social sciences to broaden students' knowledge and improve their cultural quality. At the same time, early childhood is a critical period for children's physical and mental development. It is a necessary professional ability for preschool teachers to correctly understand children, master the rules of children's learning and development, and study children's development in the process of communication and education with children.

2.3 Focus on Building Internal and External Training Bases.

In the construction of preschool education, the training base is a very important component [11-12]. In order to enhance the comprehensive strength of pre-school education, it is necessary to pay attention to the improvement and improvement of training and experimental conditions, pay attention to the construction of experimental training bases and update teaching facilities in schools, focus on investment, high standards, high quality, high starting point Expansion, reconstruction and reconstruction of the school's training base. The first is the construction of a training base on campus. The construction of the on-campus training base covers various professional simulation training bases and skill training rooms, such as the literary rehearsal hall, the children's activity design room, the children's science discovery room, the children's health testing room, the Montessori classroom, and the calligraphy classroom. Artistic capacity training room, physical room, piano room, kindergarten simulation classroom, micro-class classroom, baby training room, development of children's potential laboratory, language room, Orff music room, dance room, etc. This will enable students to have a good professional psychology, professional discipline, and professional identity in a good professional atmosphere and hardware facilities, so as to achieve the development of students' professional ability and consolidate the professional foundation of students. The second is the construction of an off-campus training base. Create some internship bases with kindergarten as the main body, which covers experimental kindergartens and affiliated kindergartens. The overall level needs to be consistent with the indicators of normal kindergartens, so as to meet the requirements of students in multiple batches and various levels, and train positions and Finished-type talents for zero-distance training between schools.

2.4 Building a Campus Culture with Outstanding Professional Characteristics.

In addition to regular teaching activities, schools should organize second classroom activities to enrich students' professional skills and skills, strengthen students' vocational skills training, and cultivate distinctive professional pre-school education professionalism. For example, according to the requirements for the training of talents in preschool education, organize children's dance competitions that embody children's dance creation ability, "DIY costume contest" that reflects the ability of artist production, children's "story contest" that reflects storytelling and performance ability, etc. In the organization, we pay attention to education and education, strengthen the education of integrity and mental health, and cultivate the spirit of self-improvement, honesty and trustworthiness, and the courage to explore for pre-school students in higher vocational colleges, so as to form a rigorous learning atmosphere and solid professional skills.

2.5 Pay Attention to the Construction of the Teaching Staff.

The “double-type” teacher is a prominent feature of teachers in higher vocational colleges [13]. Professional teachers in higher vocational colleges must not only have a certain academic level, but also be proficient in professional theoretical knowledge, but also have strong professional ability, skilled hands-on ability and technical application ability. Schools can adopt the method of external training to build a faculty. Introduce professional leaders with greater influence; select the qualified personnel from the early childhood education units to teach at the school; select some full-time teachers to go to the kindergarten for training in the first-line training or to the training bases with good conditions; hire “double-type” Part-time teachers, from kindergartens and other relevant departments, hire a group of teachers or experts who are dedicated and loved, have rich practical experience, have a certain level of teaching, have innovative spirit, and have advanced educational concepts as part-time teachers; The young backbone teachers have rapidly improved their level in teaching, research, training and guidance, and are connected with domestic and international advanced education and teaching models.

3. Conclusion

All in all, although the quality education reform has been continuously promoted, there are still problems in the construction of pre-school education in higher vocational colleges, such as the design of the curriculum system is not consistent with the actual needs, and the teachers' professional ability and literacy are obviously insufficient. The construction of pre-school education in private higher vocational colleges needs to focus on the construction of the curriculum system, the construction of the teacher's ability structure, the construction of the training base, the construction of the teaching staff, and the construction of campus culture. Only in this way can we enhance the core competitive advantages of higher vocational colleges, improve the efficiency of practical teaching and the quality of teaching, and truly cultivate a large number of early childhood educators with comprehensive qualities and abilities.

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