

Research on the Training Mode of Preschool Education Specialty in Local Universities under School-enterprise Cooperation

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Abstract: With the rapid development of social economy, the demand and requirements of enterprises for talents have been greatly improved. Training pre-school education professionals is a basic and complex work, which requires collaborative innovation among universities, kindergartens, government and other relevant departments. At present, children's preschool education is highly valued by the state and local governments, and preschool education is welcoming opportunities for rapid development. At present, the social employment situation is not optimistic and the competition is fierce. Therefore, school-enterprise cooperation is particularly important, and teaching cooperation with enterprises with the same professional setting and employment direction can train professional talents and greatly improve the employment rate. "School-enterprise cooperation" is a talent training mode proposed in recent years, and it is a cooperation mode established by schools and enterprises. Starting from the necessity of talent training in school-enterprise cooperation, this paper puts forward the construction strategy of talent training mode of preschool education specialty based on the background of school-enterprise cooperation, and analyzes the safeguard measures of talent training mode in school-enterprise cooperation.

1. Introduction

At present, children's preschool education is highly valued by the state and local governments, and preschool education ushers in the opportunity of rapid development. Children's preschool education is still in a weak link of development in China. The level of preschool education is uneven, and the requirements for the development of preschool education are very different [1]. For the preschool education major in local colleges and universities, "school enterprise cooperation" refers to the cooperation between kindergartens and colleges and universities. In other words, kindergartens and universities are on the same basis of equality, follow certain principles and jointly carry out teaching work according to their own unique teaching advantages [2]. China's preschool education has developed unprecedentedly, and the number of preschool teachers has increased by leaps and bounds. Although most of the training subjects of preschool education professionals have signed off campus internship and internship bases with local kindergartens, they have gradually improved the training system focusing on classroom teaching, professional internship and internship [3]. In the new economic situation, the demand for highly skilled talents is also increasing. How to break through their own school running bottleneck, make full use of regional geographical advantages, resource advantages and industrial advantages, improve the teaching environment, optimize educational resources, increase contacts with enterprises and industries, and cultivate high-quality applied undergraduate talents in line with the characteristics of local economic development has become one of the urgent problems to be solved [4].

As a popular major in recent years, preschool education is mainly engaged in kindergartens, early education institutions and youth training. It is welcomed by students and their parents and enrollment is hot. Under the background of school enterprise cooperation, how to reform the talent training mode of preschool education is a topic worthy of discussion from educators [5]. In order to better improve teaching quality and cultivate excellent talents in line with professional and social development, "school enterprise cooperation" talent training mode has become an important choice for many colleges and universities. Today's society changes rapidly and the survival competition is

fierce. In order to speed up their own development, colleges and universities pay attention to teaching cooperation with enterprises with the same professional setting and employment direction, so as to train all kinds of professional talents for such enterprises, especially the application training of counterpart professional talents [6]. The school enterprise cooperation course in the preschool education specialty of colleges and universities is mainly that after kindergartens have fully studied the market environment, job demand and development, colleges and kindergartens cooperate to integrate the advantages of educational environment and educational resources, so as to cultivate a batch of high-quality talents of preschool education specialty for the society [7]. Starting from the necessity of school enterprise cooperative talent training, this paper puts forward the construction strategy of preschool education professional talent training mode based on the background of school enterprise cooperation, and analyzes the guarantee measures of school enterprise cooperative talent training mode.

2. The significance of introducing school enterprise cooperation mechanism into the training of preschool education professionals

Preschool education is faced with young children. The practical adaptability, active learning ability, affinity and influence of those who carry out preschool education are all important reference indicators that affect the teaching quality and children's recognition. However, in the current preschool education, there are few training measures, little efforts and insufficient methods in teaching practice, and most students have mastered more basic theoretical knowledge. Preschool education major is an applied and practical major, which requires higher comprehensive quality and ability of students. Through probation and practice in enterprises, students find that their practical ability is easily out of touch with job requirements. Students' professional knowledge and skills in school can not be used in practical work very well, and can not meet the needs of real jobs [8]. The necessity of building a collaborative and innovative talent training model for preschool education majors is mainly determined by the diversity of social demand for preschool education professionals and the complexity of training preschool education professionals. It is difficult to train the talents needed by the society only by the conditions of preschool education majors themselves. Local pre-school education and training in colleges and universities should closely aim at the current social demand direction, carry out professional training in a hierarchical and classified manner, and closely link the growth needs of children, parents' educational expectations and the training direction of basic education. Through the cooperation between schools and enterprises, students in pre-school education can increase their experience and energy in an almost actual combat environment.

Students' learning interests and needs are increasingly diversified. Students need not only professional vocational education for preschool education, but also cultural, artistic, social, professional practice and academic innovation needs. Talent training in colleges and universities is not only to train students as professionals, but also to cultivate students' elegance and interest, good social skills and innovative thinking ability. School-enterprise cooperation mode breaks the tradition of simply learning knowledge and skills for the sake of completing their studies, overcomes the barriers that students learn professional knowledge that is useless and insufficient, implements school-enterprise cooperation, and gives full play to the enthusiasm and advantages of school-enterprise dual subjects, what enterprises need and what students learn. In pre-school education major, the basic ability of protecting education, communication skills of children, communication methods with parents, classroom organization, safety protection, implementation of game teaching, etc. are all that an excellent pre-school educator should possess. Through the teaching and training mode of theory and practice interspersed with each other, students can effectively improve the above abilities in a subtle way, and their cognition and understanding of future positions are also more thorough and comprehensive [9]. If students only study theoretical knowledge and professional skills in class, once they really enter the job, they will easily find that their abilities do not match the requirements of the post, and may even be out of touch. Preschool education majors should cultivate applied talents. Under the guidance of certain theoretical norms,

applied talents engage in non-academic research work and apply knowledge to practice. Application-oriented talents cannot be simply equated with operation-oriented talents, but need innovative ability or practical innovative ability.

3. Construction of talent training mode of preschool education specialty based on school enterprise cooperation

3.1. Deepening the connotation of internship and Practice

The probation and practice of preschool education is an important opportunity for universities and nurseries to cooperate closely and interact frequently. Cooperation is of great significance to both universities and nurseries. The internship base shoulders the responsibility of receiving and guiding internship students. Therefore, they should also have the right to obtain the resources needed for their development from universities, which is also the key point of the cooperative mode of "collaborative innovation". For preschool education, which is a practical specialty, strengthening students' practice is the focus of the talent training mode in the new era. Establish an off-campus practice training base and cooperate with kindergartens, early education institutions and training institutions where the school is located. For enterprises, this mode can help to obtain long-term, stable and excellent human resources reserves, and can better ensure the quality of talents in enterprises. For schools, the working atmosphere in enterprises can more effectively enhance students' awareness of posts, and enable students to integrate the knowledge learned in class in practice. The allocation of collaborative human resources and the construction of collaborative and innovative school-enterprise cooperation model need the guarantee of system, funds and institutions. However, in the specific implementation process, the degree of integration of human resources of participants directly affects the implementation effect.

3.2. Collaborative teaching team construction

Whether it is the deep integration of scientific research or the comprehensive cooperation of personnel training, it needs the direct participation of the human resources of preschool education and nurseries. Talent supply and demand are also two-way, and enterprises can assess students to determine whether they can continue to work. On the one hand, such a two-way standard can restrain students and ensure them to perform well in the internship process. Curriculum setting should also consider the synchronization of teaching and practice in the process of school-enterprise cooperation, so as to ensure that the teaching plan, curriculum setting and teaching content can be closely combined with enterprise practice. Pre-school education requires students to have profound theoretical basic knowledge and certain practical ability. Students can actively go to kindergartens for pre-school education and truly improve their comprehensive quality. The curriculum content needs to fully increase the intensity of offering specialized elective courses, and requires students to choose their favorite curriculum content according to their own interests and hobbies, so as to constantly broaden their knowledge content, effectively improve their various interests and hobbies, and increase their adaptability to society. After the freshmen enter the school, through extensive publicity, special promotion, students' voluntary registration, and joint interviews between schools and enterprises, the students, parents and preschool education group formally sign an agreement within two months after the freshmen enter the school, so as to ensure that after graduation, they will be employed in a targeted manner after being assessed by the college and the employing unit, so that enrollment means recruitment, and graduation means employment.

3.3. Allocation of collaborative human resources

The new professional curriculum should be employment-oriented, with certain renewability, to ensure that the curriculum can adapt to the changes of market and social needs. When the curriculum is initially implemented, experts and participants should be invited from enterprises for discussion to ensure that the curriculum is scientific and feasible, and that students can learn useful knowledge and skills from the curriculum. The pre-school education professional team, industry

experts and front-line teachers of the preschool education group form a research group to discuss, reform and deepen the original talent training mode of the pre-school specialty, and form a more prominent modular curriculum system suitable for apprenticeship with the main features of "public courses+professional basic modules+professional practice projects". Under the joint participation of teachers and masters, according to the training path from apprentice to assistant teacher, assistant teacher to formal teacher, the school and foreign ministers are jointly trained. In order to make the teaching objectives clearer and more scientific, it is still necessary to clarify the direction of personnel training based on the current teaching situation. At the same time, it is necessary to analyze students' personality characteristics in an all-round way, and appropriately adjust the training objectives and directions according to the career development direction. Whether designing educational programs or perfecting curriculum system, it is necessary to take curriculum content as the basis, and then coordinate with preschool education institutions, so that social resources can be used reasonably.

4. Conclusions

School-enterprise cooperation in training applied talents is a very important topic today, and plays a vital role in the process of talent training in our college. Preschool education majors not only need to evaluate students' theoretical knowledge learning, but also need to comprehensively assess students' practical ability. At the same time, they should pay attention to the evaluation of students' individual ability and the ability of students in teamwork. Under the background of school-enterprise cooperation, the training mode of preschool education professionals should be more suitable for the development of the times and the needs of society. The construction of an innovative school-enterprise cooperation model requires not only the cooperation and trust between the training subjects and nurseries, but also mutual respect and balanced interests. At the same time, it needs the participation of the government, which not only plays the role of leading and monitoring, but also plays the role of coordination and balance. The reform of talent training mode can improve students' practical working ability, and make the talent training direction of preschool education more in line with the needs of society, which is more conducive to students' professional development. The training of applied talents in school-enterprise cooperation is a very complex systematic project, which requires the joint efforts of universities and enterprises to explore a win-win road, so that the talents trained by universities can stand on the society and enterprises can rely on these talents to flourish.

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