

Problems of Professional Ability Cultivation of Higher Vocational Students in Preschool

Education and Countermeasures

Huilan Hu

Ya'an Polytechnic College, Ya'an, Sichuan Province, 625000

Abstract. Teacher professional skills are an important part of the professional quality of preschool teachers. It is the main criterion for measuring the eligibility of pre-school graduates and an important basis for evaluating the level of pre-school education. In the context of the new "Outline", this paper focuses on the construction of the vocational skills training curriculum system based on the analysis of the new characteristics of teachers' vocational skills.

Keywords: Preschool Education; Higher Vocational Students; Professional Ability; Cultivation

At present, compared with the previous middle school students, although the pre-school students of higher vocational colleges have a rich understanding of educational theories, their professional skills are far lower than the skills of middle school students. This has become one of the main reasons for the difficulty of employment of pre-school graduates, and has had a serious impact on the implementation of the new plan. Therefore, strengthening the construction of early childhood education and improving the professional skills of teachers have become an important issue.

I. Basic Contents of Cultivating Preschool Teachers' Professional Ability

At present, there is no acceptable perspective on the classification of kindergarten teachers' vocational skills. According to the requirements of *The New Outline of Professional Quality of Kindergarten Teachers*, the diversity of students' personality development and the improvement of their own quality are taken into consideration. The professional skills of kindergarten teachers and kindergarten teachers can be divided into three levels: general education skills, general education skills and general education skills, basic and compound educational skills.

1.1 General education skills. General education skills means that preschool teachers can speak, write, draw, sing, play, dance, and conduct necessary instructional activities for preschool children.

1.2 Basic educational skills. The behavioral elements of preschool teachers in early childhood education activities are basic educational skills. It includes observation skills in early childhood activities, search skills in early childhood education, information processing skills, presentation skills, teaching skills problems, body language skills, and the use of modern educational techniques.

1.3 Comprehensive educational skills. The compound teaching skill refers to the educational behavior of kindergarten teachers who coordinate the use of various basic skills in the interaction between teachers and students. It includes design skills for teaching programs, organization of teaching activities, art education and creative skills, assessment skills in educational outcomes, skills in his physical education environment, family communication skills, and early childhood education.

The structure of these three levels of educational skills reveals the behavior of kindergarten teachers' professional skills in a relatively comprehensive manner. It is independent and infiltrated with each other, highlighting the professional characteristics of early childhood education, and is professional, methodical, operability and contemporary[1-4].

II. Research Status of Preschool Education in Higher Vocational Colleges in China

Some preschool education issues in China's higher vocational colleges have been thoroughly studied and analyzed. All of this is based on an analysis of the training model for pre-school education professionals. At present, there are many aspects of preschool education research in higher vocational colleges:

2.1 System Construction of Professional Courses for Preschool Education in Higher Vocational Colleges

At present, the curriculum system is established in higher vocational colleges, and some scientists are interested in the specialization of preschool education in higher vocational colleges. The nature and characteristics of a course were analyzed in detail, and corresponding views and measures were put forward. At the same time, some scholars also explored the pre-school English curriculum model in higher vocational colleges in practice, which laid the foundation for the establishment of pre-school English curriculum system. The evaluation of the effect of curriculum teaching in higher vocational colleges and universities from the improvement of the impact of teaching on theoretical courses, this paper explores the establishment of pre-vocational education curriculum system. At the same time, taking preschool education as an example, this paper analyzes the current situation of preschool education for higher vocational education and practical teaching evaluation. Based on the analysis of the theory of job burnout in higher vocational colleges, the following guiding strategies are proposed: (1) teaching preparation strategy; (2) teaching implementation strategy; (3) teaching evaluation strategies and other teaching strategies that can improve the teaching efficiency of vocational theory courses[5-7].

To set up the syllabus, the school curriculum has the following two aspects. The first is a clear method and the second is an avoidance method. This course also applies to higher pre-vocational education.

2.2 The Teaching Method of Preschool Education Major in Higher Vocational Education

Many literatures emphasize the practical application of preschool education in higher vocational education. Higher vocational colleges further put forward practical teaching concepts and track the whole process of talent cultivation. In general, the focus of higher vocational education is mainly to develop students' practical ability. At the same time, it is necessary to strengthen the construction of professional pre-school education training course system and deepen the basic education curriculum. The life education teaching practice activities in pre-school education are the teaching practice activities led by ideological and political education practice.

III. Problems in the Teaching Ability of Pre-primary Education Students in Higher Vocational Colleges

3.1 Insufficient Observation and Understanding of Infants

On the day of early childhood education, students lack enthusiasm, patience and care. They cannot fully and seriously observe young children, nor can they discover the basic motivations and needs of their behavior. When analyzing and evaluating observations, we cannot get rid of reality, nor can we start from one-sidedness[6-9]. In the design of teaching activities, there is no thinking, there is blindness and arbitrariness, usually download online teaching plan; in the cognitive development of young children, there is a lack of awareness and ability to select appropriate teaching content, and to teach instructional design related to specific professional knowledge and teaching methods. Students lack interaction with young children and lack problems with young children. When you ask a question, because the expression of the question is inaccurate and accurate, the answer is not the answer. The

result can only be reached through the results, and the true goals and impacts of the questions cannot be achieved. There is no good response to the problems of young children, lack of emotion and motivation.

3.2 Not Strong Language Skills and the Ability to Use Teaching Media

There is a lack of training in the language of instruction, no sense of rhythm, very fast or too slow language, poor language expression, lack of logic, and limited images. Students lack trust and familiarity. They are often a group in the eyes of children. Coordinating body movements and language is not enough. Students lack trust and familiarity. They are often a group in the eyes of children. Coordinating body movements and language is not enough. Sometimes they like modern educational media very much. Sometimes they choose the wrong educational media. Sometimes coordination between different media is inconsistent. Teaching methods cannot play the teaching function of the teaching medium. The attention of young children is dispersed, and the content of learning cannot be fully understood, which seriously affects the quality of educational activities.

3.3 Lack of Reflective Habits and Abilities

Students' ability to learn to observe is low and there is a lack of effective thinking habits and methods. Sometimes they can think and think negatively. In meditation teaching, evaluation is abstract and universal. No in-depth analysis is required and improved measures and strategies are proposed.

IV. Factors Affecting the Improvement of Teaching Ability of Pre-primary Education Majors in Higher Vocational Colleges

The formation and development of teaching ability has become the basis for teachers to learn teaching skills in educational activities. In teaching practice, there are many factors that influence the understanding and understanding of students and the ability of students to teach. The main factors are:

4.1 Self-education Ability

Self-study is the source of teacher education ability. Therefore, with the improvement of the quality of teachers themselves, it is very important and necessary to attach importance to teachers' self-education ability. "Self-educational ability" refers to the comprehensive concept of learning interest, the learning style, the development of personal qualities, and the formation of social flexibility. The level of self-education leads to differences in teaching ability, and the improvement of teaching quality is directly affected. At present, the vocational concept and self-learning ability of preschool students in higher vocational education are also very low and can be hardly formed.

4.2 Teachers' Quality

Teachers are the most effective experience in advanced preschool vocational education that develops students' learning ability. Professional teachers in higher vocational colleges must become dual teachers. Teachers are two sides of the teacher. One is the individual of the teacher, which refers to the quality of the teacher, that is, the quality of theoretical teaching, the quality of practical teaching and the quality of operation; Second, the teacher team refers to the dual structure of the teacher structure, that is, the teaching group is composed of theoretical teachers, practical teachers, bilingual teachers and external teachers. At present, the quality of teaching of theoretical class teachers in higher vocational colleges is not balanced with the quality of teaching processes. Foreign teachers lack an effective organization and training method, suitable for grassroots part-time teachers and young teachers.

4.3 Curriculum Factor

The traditional pre-school education curriculum is the six major trends in kindergarten education and an important course in kindergarten education knowledge and skills. In the late 1980s, the

preschool education program implemented discipline building innovations based on six major laws that changed the original teaching system. Affiliated material. At present, kindergarten courses in China have entered pre-school health education, early childhood language education, early childhood social education, and early childhood science education. There is also a curriculum for early childhood art education in these areas that is integrated with other training courses. From the textbook to the whole, it reflects the different curriculum design, the understanding of early childhood education activities is not clear, and the understanding of early childhood education activities is not clear.

V. The Ways of Cultivating the Teaching Ability of Preschool Education Majors in Higher Vocational Colleges

The characteristics of higher vocational education are to cultivate students' professional ability, and pay attention to the training of students in practical ability and operational ability, so that students can adapt to the requirements of higher vocational education. Specific categories. In order to cultivate the educational ability of preschool students in higher vocational education, we must attach importance to strengthening the construction of preschool education and teacher building, and develop vocational skills training and assessment programs for young children. Students are also required to independently design teaching activities in different kindergartens and teaching activities. With a judgment. In order to enable students to meet assessment requirements as well as course content and teaching practices, classroom teaching skills training is also conducted to develop students' overall abilities, teaching monitoring, cognitive education, and teaching skills.

5.1 Application of Case Analysis

We must learn from both practical experience and professional theory. In order to avoid the separation between theory and practice. According to the teaching needs, a large number of case analysis methods are being used to enable students to handle these methods correctly. Between the rules of teaching and the law of learning, grasp the interactive relationship between teachers and students in teaching activities, and actively change the attitude of learning; thinking. There are two main case studies:

(1) Text Form

It is necessary to use case analysis method to cultivate students' teaching cognitive ability and teaching process ability in professional courses, and imitate teaching. For example, when you study the design of an activity plan, you can provide a current activity plan and a revised activity plan after clearing the basic requirements for guiding students to compare analysis. In order to help students master the correct teaching methods, we can also provide two kinds of teaching records for comparative analysis.

(2) Form of Image Materials

In educational activities, students are provided with a complete video of educational activities and instruct students to learn to organize teaching and other traditional skills. There may also be some educational sections for training assignments, or the least ideal educational videos that lead students to analyze the reasons for their failure. In addition, by watching the video, students can be instructed to recognize the true meaning of the textbook, activity class and basic course in different teaching activities. In the kindergarten, you need to understand the substance and meaning of the topic and cross-disciplinary courses.

5.2 Simulate the Teaching Practice Training

In order to achieve in practice, the purpose of improving students' learning ability should be explored. On the one hand, organize teaching and training in normal teaching; On the other hand, in the

teaching practice, special training is provided for the simulation training; the simulation training consists of two parts: first, the design of the training program. According to the teaching needs, select the appropriate learning content and the corresponding student field, provide simulation training for students according to the specific teaching and design activities of children's physical and mental development, and write a written activity plan. The subject area or general design activities are selectively organized by the teacher or may be drafted by the student. Second, simulate teaching and training. In the actual training room of the school, students are organized to conduct practical training on kindergarten simulation activities. First, the kindergarten teaching process is simulated through pre-designed activities, and then the entire activity process is observed through classroom equipment, and then the students are taught to use the collective audit of the organization to correctly grasp the evaluation method. This activity is particularly important for developing students' ability to lead, organize and conduct activities, as well as to improve students' learning and overall quality.

5.3 Lecturing Training

The meaning of the lecture is that the students analyze the teaching tasks according to the curriculum, express the teaching objectives, and explain the purpose of the teaching plans and methods of the teaching activities by the teachers and students to achieve mutual communication and common progress. In the teaching decision-making of early childhood education, the use of classroom teaching will weaken the teaching effect. Through training and evaluation, students are trained to correctly understand the teaching content, accurately understand key points and difficulties, rationalize teaching objectives, select science teaching strategies, and coordinate teaching processes. It also enables the teaching of teaching ideas from static thinking to enlightened thinking, from fixed thinking to dynamic thinking, in order to fully monitor students' teaching ability. Therefore, training can effectively improve the overall quality and teaching level of students. Under the influence of other people's ideas, they constantly review their speeches to make them more logical and complete. Improve students' teaching ability in cooperative learning and practice.

In short, it is a long-term task to train qualified preschool teachers with high professional theoretical knowledge and strong professional ability. There are still many problems in the above discussion, which need to be further explored and studied in future teaching practice.

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