

Research on the Development and Optimization of Inclusive Preschool Education in Ethnic Minority Areas

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Abstract: In this paper, the development of inclusive preschool education in ethnic areas of social support system research, first of all to define the social support system, it is found that the current problems of inclusive preschool education in ethnic minority areas include the weak teachers, the difficulty of supervision, the shortage of funds and the worrying quality of education, material Assistance, guidance and feedback are the main contents of social support, administrative support and reciprocal support are the main forms of support. Therefore, it is suggested to diversify the supporting subjects and enrich the supporting contents, diversity support form.

Keywords: Inclusive; Support system; Preschool education; Ethnic minority areas

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This paper investigates six kinds of support forms of inclusive preschool education in ethnic areas, which are macro-government level, middle-level-preschool education institution and micro-family level, to understand the social support of inclusive preschool education in ethnic areas, then to optimize the support system for the development of inclusive preschool education in ethnic areas.

1. What is a social support system?

The study of "Social support", originally derived from psychology and sociology, Malecki et al, argued that social support is derived from the general or specific supportive behavior of others, this kind of behavior can improve the individual's social adaptability and protect the individual from the harm of adverse environment. Scholars Chen Cheng-wen and Pan Ze-quan hold that social support consists of subject, object and medium. The subject is defined as "Social network", which covers the relationship among individuals, groups and countries. Object refers to the recipient or object of social support. The media of social support is the content and means of social support, which is the link between the subject and the object of social support. Yi Jin proposed that social support system includes six forms: material assistance, behavioral support, intimate interaction, guidance, feedback, positive social interaction. The object of social support is generally the social weak, society through a certain social network to use spiritual or material resources to help them. The social support system in this study is the support and assistance provided by supporters, recipients, and supporters to recipients.

2. Current Status of Social Support for the Development of Inclusive Preschool Education in Ethnic Regions

2.1 The singularity of Subjects of social support

Through empirical research, it is concluded that the main entities providing social support for the development of inclusive preschool education in ethnic areas are government agencies and management departments, for example, the Education Bureau,

Primary School, Human Resources and Social Security Bureau, National Development and Reform Commission, etc, Secondly, there are other kindergartens, with a small portion being social organizations lacking social support from families, quasi administrative organizations, public cultural service institutions, communities, higher education institutions, etc.

2.2 The main contents of social support are material assistance, guidance, and feedback

Through text analysis of relevant policy documents, it was found that the social support for the development of inclusive preschool education in ethnic areas mainly includes material assistance, guidance, and feedback. The support of social support entities is more material assistance. Guidance is also the main content of social hosting, as well as human support for talent supplementation such as teaching support, delivery, and job placement. Feedback is mainly reflected in the feedback provided by the supervisory department, professional institutions, and other high-quality kindergartens on the quality of their care and education. There is less supportive behavior, intimate interaction, and positive social support.

2.3 The main forms of support are administrative support and reciprocal support

This study summarizes through empirical research that the main forms of social support for the development of inclusive preschool education in ethnic areas are administrative support and public welfare support. Administrative support has a very high level of support. The supporting subjects of reciprocal support are other kindergartens, which do not require assessment requirements stipulated by laws or policies. Often, it is because the supporting subjects and objects face common problems and have common interests. Sometimes, they are mutually supportive subjects and objects, sharing resources and exchanging information.

3. Optimization of the Social Support System for Inclusive Preschool Education in Ethnic Regions

3.1 Diversified Subjects of social support

3.1.1 Government agencies and management departments should play a leading role in the development of inclusive preschool education in ethnic regions

In order to promote the development of inclusive preschool education in ethnic areas, governments at all levels and types must assume their due responsibilities, promote and advocate the development of inclusive preschool education in ethnic areas, and assume the first responsibility in the subsequent development of inclusive preschool education in ethnic areas.

3.1.2 Other kindergartens should play a supportive role in the development of inclusive preschool education in ethnic regions

The development of inclusive kindergartens in ethnic areas requires the support of other kindergartens. A series of advantageous factors such as the surplus funds, professional care and education teams, and abundant facilities and equipment of high-quality kindergartens can effectively promote the vertical development of inclusive kindergartens in ethnic areas. At the same time, support for sister kindergartens is also an effective way for high-quality kindergartens to showcase social services, which are mutually beneficial. Therefore, high-quality kindergarten assistance can effectively supplement the lack of government support and play a strong supporting role in the development process of inclusive kindergartens in ethnic areas.

3.1.3 Professional institutions should play a leading role in the development of inclusive preschool education in ethnic regions

Professional institutions need to leverage their scientific and technological advantages to provide support and assistance for the development of inclusive preschool education in ethnic regions, and play a leading role in the sustainable development of inclusive preschool education in ethnic regions. We can continuously improve the educational quality of inclusive preschool education in ethnic regions by promoting advanced preschool education concepts. Fully leverage the advantages of preschool education teachers in universities, carry out childcare training for inclusive kindergarten teachers in ethnic areas, improve their childcare level, and thus improve the quality of childcare.

3.1.4 Families should play a trusting role in the development of inclusive preschool education in ethnic regions

The internal driving force for the development of inclusive preschool education in ethnic areas is the trust of parents, which will affect their student source, social reputation, and subsequent development.

3.2 Enrich support content

In terms of supporting content, various levels and organizations can support from 6 types of content, forming a comprehensive supporting content system.

3.2.1 Family can provide intimate interaction and behavioral support

Families can first and foremost provide trust for inclusive preschool education in ethnic areas, be willing to choose inclusive kindergartens arranged by the government, actively participate in activities organized by inclusive kindergartens, understand and support the concept of kindergartens, understand and promote inclusive concepts, which are intimate interactions and behavioral

support that families can provide.

3.2.2 Public cultural service institutions can provide behavioral support and positive social interaction

The public cultural service institutions in this study refer to museums, science and technology museums, children's palaces, and other institutions that are relatively related to preschool education. These institutions can provide behavioral support and positive social interaction, such as borrowing their own advantages to become patriotic education bases, carrying out activities such as promoting traditional culture, promoting science popularization on campus, and theme education activities; It can also provide support such as exhibition halls, lectures, Mandarin training, etc.

3.2.3 Social organizations can provide material assistance, intimate interaction, and guidance

The social organizations in this study refer to various foundations, research groups, etc. that are relatively related to the cause of preschool education. These institutions can provide material assistance, intimate interaction, and guidance, such as providing assistance funds, grants, scholarships, and donated materials and funds, helping to improve the learning conditions of inclusive kindergartens, improve hardware facilities, provide learning platforms, support early childhood teacher training, and provide development advice, Assist in forming alliances, achieving resource sharing and other support.

3.3 Diversified forms of support

3.3.1 Administrative support is comprehensive, in-depth, and effective

For the development of inclusive preschool education in ethnic regions, its objective subjects include various types of impoverished individuals who have become impoverished due to education, including both educated and potential educated individuals who are about to receive education, namely various impoverished groups with strong and sufficient willingness to learn skills or knowledge. Based on this, administrative support at the target group level has typical complexity, universality, potential, and dynamism. How to accurately identify inclusive kindergartens that need support is a significant foundation and prerequisite for conducting precise support, which determines whether the final support can be implemented and achieved effectively.

3.3.2 Public welfare support to explore development channels

Public welfare support can flexibly expand the channels for obtaining educational poverty alleviation resources and make up for the shortcomings of other forms of support. Social organizations are an important force in educational poverty alleviation, and can expand, connect, and integrate various support resources based on their professional abilities. Social organizations can also rely on their comprehensive organizational network, rich resource channels, and sound organizational structure to actively leverage their resource advantages, better integrate educational poverty alleviation resources, and provide precise supply.

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