

Practical Exploration of Talent Training in Preschool Education of Higher Vocational Education from the Perspective of Expertise Development

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Abstract: The concept of specialized development focuses on students transitioning from beginners to those with certain professional skills and abilities. The cultivation of vocational preschool education professionals focuses on cultivating qualified kindergarten teachers and cultivating students with certain expertise in a certain aspect, that is, on the basis of “professional qualification”, they should “learn to have expertise”.

Keywords: Expertise development; Vocational early childhood education; Talent cultivation

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The preschool education major in vocational colleges bears the heavy responsibility of cultivating high-quality frontline teachers in grassroots kindergartens. Therefore, exploring the practical path of talent cultivation in vocational preschool education from the perspective of expertise development can improve the effectiveness and pertinence of talent cultivation quality in vocational preschool education.

1. Reflection on the Training of Preschool Education Talents in Vocational Colleges from the Perspective of Expertise Development

From the current situation of talent cultivation in preschool education in vocational colleges, it can be seen that the cultivation of preschool education professionals in vocational colleges has not achieved the status it should have under the background of national education policies. The specific manifestation is that the target positioning of professional talent cultivation is not accurate enough, the curriculum of talent cultivation is not clear enough, the process of talent cultivation lacks connotation and characteristics, and the supervision and evaluation system of talent cultivation is not sound enough.

1.1 The positioning of talent cultivation goals in vocational preschool education is not clear enough

The positioning of the training goals for preschool education professionals in vocational colleges is not accurate enough, the goal positioning is too broad, the targeting is not strong, and the “job position matching” is not clear enough. At the same time, the current positioning of talent cultivation goals for preschool education in vocational colleges still lacks theoretical support, with more emphasis on mastering piano, dance, and art teaching skills.

1.2 The curriculum system for cultivating talents in preschool education in vocational colleges is not

clear enough

However, due to insufficient in-depth interpretation of national education policy documents, vocational colleges lack internal connection and logic in the process of setting up talent cultivation curriculum systems. In the curriculum system of talent cultivation in preschool education of higher vocational education, the curriculum content is complex and lacks continuity.

1.3 The connotation and development characteristics of the talent cultivation process in preschool education in vocational colleges are not clear enough

The construction of the preschool education teacher team is relatively lagging behind, especially the construction of the “dual teacher” preschool education teacher team, which cannot meet the current educational and teaching needs. The level of student source varies, and when faced with students from different levels, there are significant differences in their original knowledge structure, cultural foundation, and professional skills, which also poses great challenges to preschool education and teaching.

1.4 The evaluation system for talent cultivation in preschool education in vocational colleges is not sound enough

Teaching evaluation is an important indicator for measuring the quality of professional talent cultivation. At present, the evaluation system for talent cultivation in preschool education in vocational colleges mainly focuses on the assessment of students’ professional theoretical foundation learning and practical skills learning.

2. Practical Exploration of Cultivating Preschool Education Talents in Vocational Colleges from the Perspective of Expertise Development

The optimization strategy for cultivating “specialized” talents in preschool education in vocational colleges from the perspective of expertise development is a targeted talent cultivation model proposed based on the development of preschool education majors in vocational colleges.

2.1 Building a talent cultivation goal system of “professional qualification and expertise”

The “specialized” talent training model for preschool education majors in vocational colleges is based on the educational policy background of the National Medium - and Long Term Talent Development Plan (2010-2020), in accordance with the Guiding Opinions on the Formulation and Implementation of Professional Talent Training Plans in Vocational Colleges, the Professional Standards for Kindergarten Teachers (Trial), the Curriculum Standards for Teacher Education (Trial), and industry standards, From a theoretical perspective, guide the development direction of vocational preschool education professional talent cultivation, standardize the process of vocational preschool education talent cultivation according to industry standards and teacher professional standards, highlight teacher ethics cultivation, strengthen professional attitude, emphasize the organic combination of practice and theory, and lay the foundation for students’ lifelong learning and independent development.

2.2 Explore characteristic module courses, establish a differentiated classification theory course teaching system and a “full process” practical teaching system

According to the guidance on the formulation and implementation of talent training programs in vocational colleges, standardize the curriculum of vocational preschool education professional talent training, ensure that the learning areas and suggestion modules specified in the “Professional Standards”, “Curriculum Standards” and industry standards enter the curriculum system, and cultivate a teaching platform for vocational preschool education majors that adapts to multiple professional fields and directions.

2.3 Strengthen the construction of the teaching staff, pay attention to the development of the connotation of the teaching process, the professional skills and teaching level of teachers

Therefore, it is necessary to strengthen the construction of the teaching staff for preschool education in vocational colleges, and pay attention to the cultivation and introduction of “dual teacher” teachers. Specific approaches: Firstly, it is possible to integrate the resources of teaching and research personnel and frontline kindergarten backbone teachers, introduce high-level professional theoretical teachers, and lead the theoretical development direction of professional construction; The second is to establish a community of industry, academia, and research through deep cooperation with high-quality early childhood education groups, introduce kindergarten principals and teachers with rich practical experience, and build an integrated team of preschool education teachers in vocational colleges with “experts and experts”.

2.4 Implement diversified evaluation methods, focusing on process evaluation and developmental evaluation

Diversified evaluation methods include outcome evaluation; This also includes practical experience, allowing students to leave the campus with projects and tasks, observe and analyze at the front line of kindergarten, write observation records and analysis reports; It is also possible to adopt a method of using certificates instead of exams, implementing the integration of course certificates in curriculum teaching, using certificates instead of exams, and promoting the development of students' vocational skills; We can also adopt the approach of promoting practice through competitions, learning through competitions, and teaching through competitions. Through skills competitions, we can promote student learning and practice, while also promoting teacher teaching; Social evaluation methods can also be adopted to jointly develop evaluation indicators and standards with kindergartens, fully leveraging the evaluation subject function of talent training units and kindergarten employers.

Preschool education talent cultivation is a systematic project that requires coordination and cooperation among industry, enterprises, government, and schools. It is necessary to integrate various forces in the cultivation of preschool education talents in vocational colleges in accordance with national education policy requirements, and provide a good development space for the cultivation of specialized talents in preschool education in vocational colleges.

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