

Exploration and Practice of Production-education Integration and Collaborative Education in Higher Vocational Preschool Education

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Abstract: Production and education integration and collaborative development is the main method of modern vocational education training, is the inevitable need to promote the modernization of higher vocational education development. The school-enterprise cooperative education strategy based on the integration of industry and education plays a very key role in promoting the educational reform of vocational colleges, optimizing the mode of education and improving the quality of talent training. The preschool education major of Beijing Huijia Vocational College is one of the first featured high-level key construction majors in Beijing. This paper takes the development of the industry-education integration and collaborative education in preschool education major of Beijing Huijia Vocational College as an example, introduces its practices and the thinking and inspiration in the practice process, so as to provide reference for the industry-education integration and collaborative education in higher vocational education.

Keywords: Industry-education integration; Collaborative education; Vocational education

1. Research background of “industry-education integration and collaborative Education”

In 2014, the State Issued the Decision of The State Council on Accelerating the Development of Modern Vocational Education, defining the development model and goal of modern vocational education as follows: deepening the integration of industry and education, school-enterprise cooperation, and cultivating hundreds of millions of high-quality workers and technical and skilled personnel.

According to the Implementation Plan of National Vocational Education Reform issued by State Development No. [2019]4, the system of vocational schools should be improved to provide institutional guarantee and human resources guarantee for the development of modern service industry and vocational school. We will strengthen the integration of industry and education, school-enterprise cooperation, and education and training, improve the layout of schools in a diversified manner, encourage private enterprises to take an in-depth part in collaborative education, and support and guide private enterprises and social organizations to take an active part in vocational education of all kinds.

2. Exploring the talent training mode of “Integrating the college and the Garden, rolling practice training and double teacher training”

2.1 Basic situation of school-enterprise cooperation

Beijing huijia vocational college pre-school education professional university-enterprise cooperation unit is affiliated to the huijia huijia kindergarten preschool education group, it is the domestic well-known, the first batch of Beijing by the private enterprises strive to build a nationwide large-scale preschool education professional institutions, is the starting point of huijia education institutions education completely, also 26 years huijia education organizations important component in the system. Huijia has 35 kindergartens in 13 provinces, including 20 in Beijing and 15 in other provinces and cities. More than 2,000 teachers and staff provide high-quality preschool education services for more than 11,000 families with love and care.^[1]

2.2 Characteristics of school-enterprise cooperation

2.2.1 Sharing of teachers: Mutual employment and mutual employment

The teachers of the college and the kindergarten are organically integrated with each other, and the positions and teachers are employed by each other. In this way, the two sides of the school “work together” to achieve industry-education exchange, which has achieved the win-win development strategy of the school. At the same time, it has also brought the industry-education integration mode of Huijia vocational education to a new level of development.

2.2.2 Professional co-construction: Jointly innovate talent training programs and curriculum construction

Based on the advantages of Huijia integrated school running, experts from the school and enterprise jointly carry out the training programs and curriculum construction of preschool education professionals, and jointly build a high-level key preschool education major with Beijing characteristics. Learning from the German “dual education system mode” and The Australian “TAFE” college teaching mode, the bold practice of dual education mechanism, students’ learning is carried out in the way of “practice and training situational learning” + “kindergarten rolling training”.^[2]

2.2.3 School-enterprise co-education: “double classes and double tutors” co-cultivate students

Drawing lessons from the “dual system” mode and the experience of “modern apprenticeship”, through the “double classroom, double teacher system”, collaborative cultivation of high-quality preschool education talents. Universities and kindergartens are “double classrooms” for students to study together. Training programs are formulated through school-enterprise joint scientific research, and new standards are taken as curriculum standards and content in a timely manner to improve students’ practice and training. In the classroom teaching of preschool education and the practical teaching of kindergarten, experienced experts, professional teachers and practice instructors of kindergartens participate in teaching tasks and practice guidance throughout the whole process. In addition to the school counselors, the school teachers will also conduct unified training for the interns. The students are divided into study groups according to the study unit, and each group is provided with practical guidance by two professional teachers to help them solve the problems encountered in their practical activities. problems and obstacles. Every day, the internship team leader reports the internship attendance, which truly allows students to work on their posts like a teacher. At the end of each batch of students’ internship, the excellent internship results will be displayed, including the students’ internship manual, internship works, internship experience, etc. After the internship, the kindergarten will give a comprehensive evaluation based on the students’ internship. Work content, interpersonal relationships, etc. It is presented in the form of an internship appraisal form. Those who pass the internship appraisal will be issued an internship completion certificate by Huijia Kindergarten.

2.3 Effect and evaluation

2.3.1 Effect

Talent training. Schools and enterprises jointly formulate pre-school education professional talent training programs, and cooperate with the construction of the major. The college and kindergarten are “double classrooms” for students to study together. Huijia Vocational College and Huijia Kindergarten actively participate in the student training process.

Curriculum construction. Schools and enterprises jointly participate in the development and design of preschool education professional curriculum. We will build several high-quality courses for preschool education, and develop high-quality teaching resources such as teaching materials, auxiliary materials and multimedia courseware, which take students’ ability training as the main line and work tasks as the core. We have built more than ten characteristic courses that are closely related to kindergarten positions.

The improvement of the teaching staff. It has cultivated 1 specially invited expert, 1 famous teacher, 2 professional leaders and 4 backbone teachers. In recent years, the school and enterprise jointly formed a team to participate in Beijing higher vocational colleges teaching ability competition and won the third prize.

2.3.2 Evaluation

First, the implementation effect of “mentoring system” is highly satisfactory. Both schools and enterprises give good satisfaction evaluation on the implementation effect of “mentoring system” talent training mode, and 76% of them think the effect is very good. Among them, the outstanding advantages are: the implementation of “mentoring system” talent training from top to bottom has a strong unity.

Second, in cultivating students’ citizen accomplishment and social ability, professional quality, professional knowledge, professional core abilities of students, kindergarten teacher to guide practice and the interns have almost the same answer, visible, in the process of “mentoring” talent cultivation, between the two sides in professional ability and skill level of the student to obtain knowledge is the basic consistent.

Third, kindergarten practice instructors and interns have different understandings of job competency. According to the survey

questionnaire, whether students have the ability to independently assume the post of nursery teacher and assistant teacher after passing the internship and examination of “mentoring system” and “post”? The practice guidance teachers and students are given a different view, we think that this is because the two sides work experience is different, different understanding of the post competence to practice guidance teachers with rich work experience, for the working competence is more clear, therefore, more and more strict, to judge if a prospective teachers are qualified in more cautious.

3. Inspiration and reflection

3.1 Improve the “dual tutor” mechanism

The evaluation and selection mechanism of teachers has been improved, and an optimized incentive mechanism of double tutors has been formed. First of all, the functions between enterprise teachers and college teachers are further clarified, and the teacher structure, degree structure, job structure, ability composition and other aspects of the “dual tutor” work team are systematically managed. Secondly, the construction of private enterprises in the optimization of the management mechanism of the tutor, to further improve the work of private enterprises in the tutor task, the establishment of enterprise mentor (master) office norms, and actively select the company in professional knowledge and management of excellent staff as private enterprise guidance..

3.2 Strengthen the construction of double-qualified teachers

Teachers are the first resources to improve the quality of personnel training. Between the two sides will be around the 10 new era college teachers’ occupational behavior guidelines, further strengthen the “four have” double mentor teacher team construction, strengthen the ethics strengthen construction, comply with professional ethics to cultivate the basic rule, improve the cultural spirit practice, the builders, embody “three whole education” as the standard of teachers’ professional ethics appraisal system, make our training into the teaching management in an all-round way The whole process.

3.3 Strengthen students’ ideological and political education and professional ethics

Strengthen the students’ main body ability and lay the driving force for their vocational skill development. We should not only pay attention to vocational skills training, but also pay attention to the cultivation of professional ethics, but also emphasize the cultivation of humanistic quality.

References:

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