

Research on Preschool Teacher Training Strategies from the Perspective of High Quality

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Abstract: People pay more and more attention to preschool education, and preschool education is gradually integrated into basic education. Under this good development trend, the issue of preschool education teacher training is becoming increasingly important. How to effectively solve these problems and find direct and effective solutions has become a problem faced by preschool teacher training. This study, from the perspective of high quality and through the analysis of preschool education practice, explores strategies to effectively improve the quality of preschool education, so as to better meet the needs of preschool education at this stage.

Keywords: High quality; Preschool education teachers; Training strategy

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1. Introduction

The social reform and the transformation of social forces to the system of state-led, social participation, public and private kindergartens aims to make preschool education play a more effective role in education and quality, and comprehensively improve the teaching effect of preschool education. However, an important factor restricting the development of preschool education at this stage is the serious shortage of teachers. Therefore, effective training for preschool teachers is crucial. This study examines the current situation of teacher education in early childhood education and summarizes the corresponding improvement measures, which is of great practical significance for improving the level of teachers and the current situation of early childhood education.^[1]

2. Current Situation of Teacher Training in the Preschool Education

With the development of preschool education in China, the training of preschool teachers has been paid more and more attention. In recent years, the training of preschool teachers in China has been very successful. First, the proportion of academic education has risen rapidly, which aims to improve the education level of preschool teachers. Many preschool teachers have also received on-the-job training.

With the continuous improvement of China's social level, more and more children are learning. In order to comply with this trend, colleges and universities have also vigorously carried out preschool education, and even some non-normal colleges and universities have also carried out preschool education. However, there are problems in the provision of professional courses in colleges and universities, and there is no long-term plan for talent training, which is why some universities always attach importance to theoretical learning and neglect ability training. Moreover, many colleges and universities often visit and imitate other schools. This may be the fastest way to cultivate talents, but it is not a good way. Today, the preschool education curriculum in most colleges and universities is still knowledge-based. After learning a lot of theoretical knowledge, we find that these knowledge are rarely used in actual teaching, and what is really needed is communication skills. Therefore, schools can conduct in-depth research on many local kindergartens under the background of preschool education talent training plan, and relevant teachers should integrate these resources, and then carry out in-depth innovation on teaching methods^[2].

3. Key Points of Innovation and Reform of Talent Training Mode in Preschool Education

At present, kindergartens not only require competent teachers to organize activities and be good at singing and dancing, but more importantly, teachers should be able to care for children wholeheartedly and have a deep understanding of the importance of preschool education to children's lives. Not only that, in order to stimulate their potential and understand their children, teachers should strive to cultivate their high endurance in the context of early childhood education. Teach students how to survive and behave in daily learning, improve their comprehensive quality, and let students have a subtle influence on children in the future.

Some kindergartens also have special courses, such as children's drama and plantations, to give children opportunities. These courses have never been offered in traditional kindergartens. The opening of one course after another can promote the development of children's abilities in all aspects, which also provides a good opportunity for the development of preschool education curriculum in colleges and universities. The school should vigorously carry out more campus activities so that students can have more experience and play a better role in the future work. Now our country has changed the way of examination and evaluation, and implemented the "separation of teaching and examination" examination method, which can help students to conduct examinations more systematically, and also more conducive to the communication between teachers and students. Teachers can strictly implement and implement the curriculum, which helps to improve the quality and level of education. The diversification of assessment system is also an important part of vocational education reform. But from the examination results, the evaluation of students is not comprehensive.

4. Problems of the Preschool Education Teacher Training

4.1 The unclear position of teachers

China's preschool education has a relatively short history of development and has not been included in the basic education that the state and government attach importance to for many years. It is precisely because preschool education is not compulsory education that teachers participating in preschool education are not recognized by the society. Their education level can not be compared with that of primary and secondary school teachers in the compulsory education stage, but the reason for this situation is closely related to the development process of preschool education. Over the years, the educational achievements of preschool education have not been recognized by the majority of social workers. Many parents believe that preschool education only plays a role in preschool education, in order to let children play a central role in preschool education. In the actual preschool stage, the professional level and basic ability of teachers are also insufficient. Most schools hire non-professional people to participate in preschool education, which is also an important factor that causes the unclear positioning of preschool teachers.

4.2 The uneven level of teachers

In the context of preschool education, preschool education teachers are uneven, and the inequality of education level will directly affect the quality and development of preschool education. Many kindergartens can only hire laymen who can carry out preschool education, which leads to the low level of preschool teachers. Among them, there are very few teachers who have completed preschool education and have bachelor degree or above. This also means that preschool education cannot fully meet its educational needs and effectively achieve its educational objectives in the process of development.

4.3 The unreasonable training system structure

Many preschool education also provides teacher training. However, education lacks a scientific and complete system structure, and can not be fully integrated with the education content, whether in terms of training objectives, training content or training methods, which leads to the corresponding teacher training activities becoming a mere formality and can not fully achieve the effect of teacher training. In addition, kindergarten principals in many remote mountainous areas in China have not fully realized the impact of teachers' level on the quality of preschool education. They have not fully realized the importance of carrying out preschool education and training activities, and have not formulated scientific and reasonable training plans. The level of teachers cannot be improved.

5. Methods of Teacher Training from the Perspective of High Quality

5.1 Renewing concepts and improve management

In the process of educating preschool teachers, teachers should first abide by professional ethics. Kindergarten teachers should not only objectively evaluate themselves and determine their own development direction, but also consider the organization and kindergarten in the process of self-development, enhance the sense of responsibility and mission, adhere to the basic principles of professional ethics, combine early childhood education with personal life value, and complete the glorious task. When a kindergarten

teacher sees that children are the future of the family, can change the expectations of parents, and is full of confidence in his work, then he is not far from becoming an excellent kindergarten teacher. In addition, schools and other groups should also care about teachers' learning and life, actively build a platform for teachers' personal growth, help them make progress, and give them respect and sense of existence. Only in this way can they devote themselves to this industry with confidence and pride.

5.2 Giving full play to the functions of middle and high school teachers and building a diversified training model for preschool teachers

At present, the postgraduate training of Chinese preschool teachers is mainly completed by secondary teachers. In the later training, some preschool teachers choose teachers and higher normal colleges with higher theoretical education level to meet the needs of personal development. Therefore, normal colleges and universities are playing an increasingly important role in the vocational training of preschool teachers and are making contributions to the future of preschool education together with secondary normal colleges and universities. Therefore, in terms of training content and key points, new ideas and new methods should be added to the continuous training. Through the analysis of the typical problems existing in the practice of preschool education, this paper puts forward the concept of preschool education that should keep pace with the times.

5.3 Establishing an open and strict preschool teacher certification system

While establishing a sound training system for preschool teachers, the country should also learn from the advanced experience of developed countries, establish an open and strict qualification certification system for preschool teachers, and fundamentally improve the quality of preschool teachers. China's teacher education has only completed specific examinations in pedagogy and psychology, as well as a certain number of vocational training and refresher examinations. At the same time, the qualifications of teachers are not open enough, and certification training is generally single. Therefore, an open and strict certification system for preschool teachers should be established.

6. Conclusion

In order to comprehensively improve the level and quality of preschool education at this stage, the training of preschool teachers is of great significance. We should deeply study the current situation, current situation and related problems of preschool teachers, provide guidance for the training of preschool teachers, and greatly improve the education level of preschool teachers to meet the needs of preschool education at this stage. From the perspective of the importance of early childhood education for children's lifelong development, education departments at all levels should attach great importance to early childhood education, take responsibility for the country and the future, strengthen the sense of responsibility and mission, actively explore new ways, and provide support for the healthy development of preschool education in China.

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