

# Guidelines for Preschool Education Professional Training in University for Science & Technology ,Beijing

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**Abstract:** The purposes of this research were 1) to study the current situation of preschool education professional training in University for Science & Technology, Beijing, 2) to provide the guidelines for preschool education professional training in University for Science & Technology, Beijing. The population/sample for this research was conducted by random sampling. During the period from March 2023 to July 2023. The population size was 500, of which 290 students of the preschool education program of University for Science & Technology, Beijing and 210 staff members of the five preschools cooperating with the program in school-enterprise cooperation, 205 staff members from five preschools that cooperated with the program, and 5 administrative staff. A random sample of 170 students majoring in preschool education at the University for Science & Technology, Beijing and 136 teachers from five preschools that have school-enterprise cooperation with the program were selected. The research instruments was a questionnaire survey. Data analysis included descriptive statistical analysis, reliability analysis and validity analysis.

The results were found follows: 1) the current situation of preschool education professional training in University for Science & Technology, Beijing: training objectives is not clear; In the training process, teaching and practical training are “two skins” phenomenon; In terms of training system, there are “school” and “enterprise” but not in harmony; Training evaluation is single. 2) The Guidelines for preschool education professional training in University for Science & Technology, Beijing includes four parts: training objectives, training process, training system, training evaluation. That is to cultivate preschool education professional applied talents with “learning, knowledge and deep technology”, by “three three three” training guide, “three three three work method, three three three teaching method, three three three real training method”.

**Keywords:** Preschool education; Professional training

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## 1. Introduction

The development of higher vocational colleges is inseparable from the development of local economy and society. The development of local economy and society is mainly supported by local characteristic industries to a certain extent. With the continuous development of China's science and technology and comprehensive national strength, the society puts forward higher requirements for the level of preschool education, the quality of preschool teachers is also increasing, and the requirements for preschool education professionals training in colleges and universities are also increasing. As the main position for cultivating high-quality preschool teachers, vocational colleges currently have a poor matching with the kindergarten's requirements for the professional ability of teaching staff in preschool education talent training, which is difficult to meet the practical needs. The prominent problems are that training objectives are not clear, training process is lack of systematization and rationality, training system is not perfect, and training subject is single, training evaluation and assessment mechanism is solidified, and evaluation indicators are inflexible. These problems have a direct impact on the quality of preschool education professional training in higher vocational colleges. The preschool education professional of University for Science & Technology, Beijing is also facing the same dilemma, and it is urgent to find guidelines to improve the

quality of preschool education professionals. Zhang Xiaoxia (2021) pointed out that in order to improve the quality of preschool education professional talent training in higher vocational colleges, it is necessary to build precise, specific and characteristic training goals, establish a systematic, reasonable and scientific endogenous training process, adhere to the “school kindergarten” in-depth integration of the cooperative training mechanism and establish a flexible and diverse evaluation system. Based on the previous research results and methods, this study empirically analyzes the factors that affect the cultivation of preschool education professionals in University for Science & Technology, Beijing through questionnaires and interviews, and provides guidelines for the development of preschool education professionals in University for Science & Technology, Beijing.

## 2. Objectives

- 1) To study the current situation of preschool education professional training in University for Science & Technology, Beijing
- 2) To provide the guidelines for preschool education professional training in University for Science & Technology, Beijing

## 3. Scope of the Research

### Population and the Sample Group

#### Population

The population of this study is University for Science & Technology Beijing. The population size was 500, of which 290 students of the preschool education program of University for Science & Technology, Beijing and 210 staff members of the five preschools cooperating with the program in school-enterprise cooperation. 205 staff members from five preschools that cooperated with the program, and 5 administrative staff.

#### The Sample Group

By random sampling. The sample group is 170 students of preschool education students of University for Science & Technology, Beijing and 136 staff members of five preschools that have school-enterprise cooperation with the program, including 5 administrative staff.

According to the table for determining a finite overall sample size proposed by Robert V. Krejcie and Daryle W. Morgan (1970) in their article “Determining Sample Sizes for Research Activities” published in the Journal of Educational and Psychological Measurement, The sample size was 170 students and 136 staff.

#### The Variable

Independent Variable: Preschool education professional training, 1) Training objectives, 2) Training process, 3) Training system, 4) Training evaluation

Dependent Variable: 1) The current situation of preschool education professional training in University for Science & Technology, Beijing. 2) The guidelines for preschool education professional training in University for Science & Technology, Beijing.

## 4. Literature Review

The researchers referred to the relevant literature of preschool education, talent training of preschool education and development guidelines. Preschool education is the general name of the conservation and education activities for preschool children. According to the Professional Catalogue of Vocational Education, the training of preschool education professionals is a professional and technical activity that can train the staff who have certain theoretical knowledge, practical teaching ability and working ability, and can engage in the work, education, management and scientific research of preschool education institutions at all levels.

Clarifying the connotation of talent training and sorting out and analyzing the related research on talent training are the basis of this paper’s guideline development on talent training for preschool education. Gong Yizu (2009) pointed out that “the essence of talent training refers to the training process to achieve the goal of talent training under the guidance of educational thoughts and theories.” Xu Lijuan (2019) put forward some strategies, such as clarifying the training goal of counties, towns and rural areas, updating the educational concept, and clarifying the positioning of professional and skilled talents. Putcha, V., Neuman, M., Zaplotynska, O., & Sofiy, N (2018) pointed out that Ukraine attaches great importance to teachers’ talent training, There are 93 higher education establishments that train professionals in preschool education. In order to gain admission into these training programs, an applicant must pass an external independent test and achieve a certain score (universities determine the scores that they are willing to accept

each year). Although there is variation across colleges and universities, the curriculum includes general courses on topics such as history and philosophy in the first two years, after which there is more professionally-focused training. Once working in the field, preschool teachers are required to participate in training to enhance their professional qualifications. Oblast governments finance this training and provide direct support to regional teacher training institutions. Melnyk, N., Maksymchuk, B.(2021) believed that The process of professional training of preschool teachers in the countries of Western Europe is holistic, continuous, differentiated, covering a set of interconnected structural elements (legislative base, educational institutions and centers, national and state programs of development of preschool education and training of specialists, educational programs; content, forms, principles of the organization of training, innovative technologies, methods and teaching aids of pedagogical workers, scientific and methodological support, etc.) that influence the quality assurance of the profession training of preschool teachers in general. Yan Bo, Li Xiaohui and Chen Guichun (2022) think that private higher vocational colleges should build a new teaching evaluation model to enhance the multi-dimensional and three-dimensional evaluation. Process evaluation should be added. In the traditional teaching evaluation, students' classroom performance, online platform autonomous learning, classroom attendance and participation in practical activities should be integrated. And the evaluation from a multi-dimensional perspective can ensure the comprehensiveness and objectivity of the evaluation.

By combing the above research literature, we can draw the following conclusions: First, the training of preschool education professionals has attracted the attention of scholars from different countries, and the research results are rich. However, there are too many theoretical studies, and the research mode tends to learn from each other and summarize experience, and the research based on empirical research is relatively few. Secondly, relatively speaking, the preschool teacher training system in western developed countries is more perfect, and the strict development of professional teacher certification and standardized evaluation system can effectively guarantee the quality of preschool teachers. Thirdly, the preschool teachers trained in higher vocational colleges in China can't fully meet the needs of social development, the training objectives are unclear, the teaching resources are unevenly distributed in the training process, the training system is imperfect, the cooperation between schools and kindergartens needs to be strengthened, and the training evaluation system is not comprehensive. The shortcomings of these studies also provide research space for the development of this study.

## **5. Methodology**

### **The Population and Sample Group**

#### **The Population**

The population of this study is University for Science & Technology Beijing. The population size was 500, of which 290 students of the preschool education program of University for Science & Technology ,Beijing and 210 staff members of the five preschools cooperating with the program in school-enterprise cooperation. Among them, there are 205 staff members from five preschools that cooperated with the program, and 5 administrative staff.

#### **The Sample Group**

According to the table for determining a finite overall sample size proposed by Robert V. Krejcie and Daryle W. Morgan (1970) in their article "Determining Sample Sizes for Research Activities" published in the Journal of Educational and Psychological Measurement, The sample size was 165 students and 136 staff. A total of 170 were distributed to students and 165 were collected, with a recovery rate of 97.1%, 165 valid questionnaires, and a validity rate of 100%; 136 questionnaires were distributed to teaching staff and 136 were collected, with a recovery rate of 100%, 136 valid questionnaires, and a validity rate of 100%.

By random sampling. The sample group is 170 students of preschool education students of University for Science & Technology ,Beijing and 136 staff members of five preschools that have school-enterprise cooperation with the program, including 5 administrative staff, total of all personnel 311.

## **6. Result of Data Analysis**

6.1 The first objective is to analyze the current situation of preschool education professional training in University for Science & Technology, Beijing. In order to achieve the research objectives, the researcher used the contracted software to carry out descriptive

analysis on the collected data, and makes statistics on the basic situation of the tested students, the description of each dimension of the student's perspective, the overall description of the students questionnaire, the basic situation of the tested teachers, and the description of each dimension of the teacher's perspective. The overall description and statistics of the teacher questionnaire are analyzed and the results are obtained.

6.2 The second research purpose is to provide the guidelines for preschool education professional training in University for Science & Technology, Beijing. In order to achieve the research purpose, the researcher used the content method to analyze the factors affecting preschool education professional training in University for Science & Technology, Beijing, and obtained the results, which provide certain basis for the better development of preschool education professional training in University for Science & Technology, Beijing.

## 7. Discussion

This paper studies and analyzes the current situation of preschool education professional training in University for Science & Technology, Beijing and refers to professional literature and related research to find research perspectives and theoretical support. The author understood Development status of preschool education professional training in University for Science & Technology, Beijing through questionnaire survey from Student Version and Teacher's Edition, found out the existing problems, advantages and restraining factors, and summarized the development guide conducive to the improvement of preschool education professional training in University for Science & Technology, Beijing.

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