

Research on Talent Training Mode of Preschool Education Specialty Based on Concept

Jianhua Feng¹, Chuanlin Jiang²

1. Taishan University, Tai'an 271000, Shandong China

2. Taishan Vocational and Technical College, Tai'an 271000, Shandong China

Abstract: Output-oriented Education (OBE) is an education that focuses on and defines the final learning results achieved by students. This method is also an educational model that designs courses in combination with the results achieved by students' expected goals. With the support of the concept of output-oriented education, further research and adjust the current training mode of preschool education professionals, which can better reform the training mode of professionals, so that preschool education courses can achieve certain results.

Keywords: OBE concept; Preschool education major; Talent training mode

Based on the development of preschool education, the number of kindergartens is increasing, but it also needs to be recognized that the current teaching quality of preschool education is relatively low, which cannot meet the requirements of quantity improvement. Although the growth of the number of kindergartens has solved the supply and demand problem of preschool education to a certain extent, there are still some problems in the training of preschool education professionals that need to be further solved.

1. Connotation of OBE concept

The theory of outcome-based education is an educational concept based on "learning output" borrowed from foreign countries. At present, this concept has received certain attention in all stages of education. OBE is different from the traditional education concept in the past. It is not limited to the teaching form, but focuses on the results achieved by students through learning. Based on this goal, teachers need to clearly understand students' own abilities, so that in the teaching process, teachers can constantly adjust the teaching design based on Students' specific conditions, improve the teaching methods of preschool education, and finally achieve the corresponding teaching goals. Most scholars' common expression of OBE is achievement oriented education, as well as ability oriented education and goal oriented education. OBE concept is called achievement oriented education concept. OBE belongs to the educational concept of "student-centered". In practice, it pays more attention to the ability improvement and training of students after education, and pays attention to educational activities and curriculum design to achieve the expected learning outcomes around students. In the process of practice, it is clear that OBE is an education mode that pays attention to educational output. It is recognized that OBE focuses on students' ability when they graduate, and emphasizes that the teaching process is to serve the graduation requirements. It is a reform of the traditional education mode, which has strong inspiration for the professional construction of major colleges and universities in China, the training quality of preschool education professionals, and the education and teaching reform. The practice of OBE education concept in preschool education in China not only has a typical exemplary effect on Vocational Education in China, but also has practical significance in guiding the reform of talent training mode in Vocational Colleges in China.

2. Difficulties and problems in the implementation of preschool education courses

2.1 Talent training objectives lag behind social needs

The importance of teacher talent training in China has gradually increased, and the Discipline Training Mode of preschool education has changed. Colleges and universities have clearer training objectives. The talents trained in preschool education are applied talents. Therefore, colleges and universities should pay attention to the cultivation of students' own professional theory, as well as the cultivation of professional skills and practical ability when cultivating students in this major. The development of preschool education in China's education industry is obviously more backward, but the pace of progress is relatively rapid. In the traditional teaching mode of preschool education, due to unclear goals and insufficient attention to practice, students often can only talk on paper and can't get started quickly after entering the job. Therefore, when carrying out the teaching activities of preschool education, we should strive to improve students' practical ability and job adaptability, and explore a more scientific and reasonable curriculum model on this basis. In the past teaching activities, there was a problem that the talent training objectives of colleges and universities obviously fell behind the social needs. Under the current era background, how to cultivate preschool education talents that meet the social needs and educational ideas, It is the key to the teaching reform of preschool education.[1]

2.2 Unreasonable curriculum

The setting of pre-school education courses is not only related to the cultivation of students' own ability, but also an important guarantee to achieve the training goals. If the curriculum is unreasonable, students will also be unable to meet the graduation requirements. At present, the curriculum connection of preschool education is not close, and the emphasis on practical courses is not high, which makes professional courses unable to play their due teaching role together. As far as teachers are concerned, some teachers cannot clearly understand the links between courses, and the teaching objectives are not clear. The elaboration of many theories also

leads to the phenomenon of a large number of repetition of knowledge concepts due to teachers' unclear overall objectives of the course, which will also waste teaching time and affect the actual teaching effect.

3. Exploration and practice of talent training mode based on OBE concept

3.1 Clarify professional training objectives in combination with OBE concept

The most important concept of OBE is reverse design. Following this principle, in the revision of the talent training plan, we should first visit kindergartens and early childhood education institutions, organize experts, principals and excellent teachers of kindergartens to have a discussion, determine that there are many policy bases for formulating talent training objectives at this stage, and determine the ability requirements that preschool education graduates need to meet, namely, educational emotion and humanistic care, oral expression and communication skills, Relevant courses need to be carried out in combination with training objectives.^[2]

3.2 Rebuild the curriculum system of preschool education based on the concept of achievement orientation

According to the professional ability training objectives of preschool education, the curriculum structure is constructed, the vocational skill requirements of the post are integrated with the curriculum content, and the curriculum system is inversely designed according to the six core abilities that graduates need to achieve. The curriculum teaching content of the courses that cultivate students' six core abilities in the original curriculum system is not closely related and the role is not obvious enough is deleted to a certain extent, Implement necessary integration of relevant contents in professional courses, so that the courses offered by this major can be simplified from the original cumbersome courses to important courses. In the teaching process, teachers are encouraged to develop school-based textbooks according to the basic school running conditions of our college, reflecting the school running characteristics and local characteristics of preschool education.^[3]

3.3 Attach importance to ability training and reform practical teaching

Based on the concept of OBE, the practical teaching of preschool education major should pay attention to cultivating students' practical ability, hands-on operation ability, problem-solving ability, etc. According to the actual situation of our college, we have overcome difficulties and actively strived to build and expand dance classrooms and Piano classrooms. We have selected a number of kindergartens and early childhood education institutions with good hardware foundation, large scale, good social influence and excellent teachers as internship and educational internship practice bases, properly arranged the time of students' educational internship and educational internship, and constantly improved the specifications of the training base to create good conditions for practical teaching. After three years of efforts, the preschool education major of our college currently has 16 skill classrooms for dance, piano, computer, art and other skills, and more than 60 kindergartens and early childhood education and teaching institutions with cooperative relations inside and outside the province, which effectively solves the practical skill teaching dilemma of students; In addition to the practice in the off campus training base, in the course teaching process, the middle school has systematically designed various individual skill competitions and comprehensive skill competitions, and strengthened the classroom training of playing and singing, dancing, picture book reading and teaching ability, so as to improve students' interest and consciousness in learning.

4. Conclusion

At present, the national policy support for preschool education is unprecedented, and the development of the industry is also obvious. The third "three-year action plan for preschool education" also provides new opportunities for the development of preschool education. Making full use of OBE concept to build a scientific training mode for preschool education professionals, continuing education and teaching reform, and constantly improving the training quality of preschool professionals will become an important task for the current education and teaching reform of preschool education majors in our college and even in our country.

References:

-
- [1] Li Shuang. Research on the training mode of applied talents in preschool education based on the school-enterprise cooperation model [J]. *Literary Life·Literary Theory*, 2018.
 - [2] Feng Siming, Long Wenqun. A research report on the talent training model of preschool education professionals based on the work of kindergarten teachers [J]. *Youth Years*, 2019, 000(002):196-198.
 - [3] Zeng Bi, Guo Xiongwei, Ma Li Research on the Trinity talent training mode of preschool education from the perspective of OBE [J] *Educational observation*, 2021,10 (36): 113-116.