

Research on the cultivation of professional talents in pre-school education of Higher vocational colleges in the new era

Ying Li¹, Loy Chee Luen²

1.Faculty of Education and Human Development, Sultan Idris University, Tanjung Malin, Perak 35900, Malaysia

2.Department of Early Childhood Education, Faculty of Education and Human Development, Sultan Idris University of Tanjung Malin, Perak 35900, Malaysia

Abstract: With the development of preschool education in the new era, higher vocational colleges should take the initiative to undertake the important task of cultivating high-quality skilled talents who can be “retained, retained and used”. However, due to the unclear orientation of pre-school education professional talent training in higher vocational colleges, the professional characteristics are not distinct, and there is a big gap with the requirements of vocational education, higher vocational colleges in the personnel training mode and curriculum system reform there are certain difficulties. Therefore, higher vocational colleges should make clear the training goals of preschool education professionals in the new era, and make efforts to optimize the curriculum system and innovate the teaching mode according to the training orientation and goals of preschool education professionals in higher vocational colleges, give full play to the advantages of “down to go” of vocational education, and provide more high-quality and skilled professionals for the national preschool education.

Key words: learners’ characteristics; Training method; Pre-service preschool teachers; Vocational colleges and universities

Introduction

In recent years, with the rapid development of preschool education and the increasing attention of the state to higher vocational education, the talent training of higher vocational preschool education has been widely concerned. The state advocates the development of inclusive and public welfare preschool education, which requires that the preschool education specialty of higher vocational colleges should cultivate compound talents who meet the needs of The Times and have theoretical literacy and practical ability. Therefore, the construction of vocational preschool education talent training system suitable for social needs and students’ quality is a topic that needs in-depth research in the current reform of vocational preschool education.

1. The basic principles should be followed in the training of professional talents in pre-school education in higher vocational colleges in the new era

First, pay attention to the cultivation of practical ability. Preschool education is a field of strong practice and high skill requirements, only theoretical knowledge is far from enough, therefore, in the training process of vocational preschool education professionals, teachers must strengthen the cultivation of students’ practical ability. Through field research, practice and training, so that students better grasp the theoretical knowledge, have a strong practical ability, so as to better adapt to the needs of future work.

Second, highlight the characteristics of professionalism. Due to the particularity of preschool education profession, teachers should focus on cultivating students’ good professional quality, including students should have correct professional awareness and professional ethics, know how to communicate with parents, how to carry out early childhood education and psychological counseling and other aspects of work.

Third, pay attention to the cultivation of innovative ability. With the continuous development of preschool education, the education and teaching model is constantly updated, and the field of preschool education is also facing new challenges and opportunities. Therefore, higher vocational colleges must pay attention to cultivating students’ innovation ability, only in the case of combining professional knowledge and innovation ability, graduates can adapt to the development trend of the future industry and have the ability to adapt to change and innovation development.

Fourthly, strengthen the cultivation of international vision. By carrying out international education, students can understand the current situation and trend of international preschool education, so as to have a broader vision and a more comprehensive knowledge system, which will help students better adapt to the trend of globalization and better serve the country.

2. The current situation of professional talent training for pre-school education in higher vocational colleges in the new era

First of all, the goal positioning of talent training is not clear. With the vigorous development of preschool education, both colleges and vocational colleges are scrambling to set up preschool education majors, aiming to export more talents for the industry. However, in the exploration stage, some vocational colleges have mechanical imitation of other colleges, which leads to the unclear and inaccurate orientation of their own preschool education professional talent training goals, ignoring the practical needs and professional demands, which is why there is always a gap between graduates and professional kindergarten teachers.

Secondly, the curriculum system needs to be further improved. Research shows that the overall quality of preschool education professionals trained by many higher vocational colleges is low, and it is difficult to meet the recruitment standards of kindergartens in the

new era. In view of the strong practical and comprehensive characteristics of preschool education, graduates can flexibly solve the problems in children's daily life and do a solid job in education only if they have a certain comprehensive practical ability and noble moral quality. However, the current curriculum setting of preschool education is still not out of the misunderstanding of emphasizing theory and light practice, and there is no targeted training of students' ability to observe and analyze children's behavior, ignoring their professional ethics construction, which directly affects the final quality of talent training.

3. The new era of higher vocational preschool education professional talent training effective strategy

1. Focus on professional orientation, clear talent training objectives

In today's preschool education has attracted much attention, the traditional preschool education professional talent training goals have been unable to adapt to the development of modern society and the internal needs of preschool education in the new era. In order to improve the quality of preschool education, the primary task of higher vocational colleges is to improve the effectiveness of preschool education professional talent training. The major higher vocational colleges should focus on the professional orientation, combine with the actual situation of students to adjust the professional talent training goals in time, especially should be infused with the idea of special talent training, in order to train more in line with the needs of preschool education in the new era of senior education talents.

First, Nurse-oriented talents. In today's era, as society and families attach great importance to newborns, many families will find professional baby care teams and monthly matrons to take care of young children from the moment they are born. However, at present, there are not many professional baby nurses in the market, and vocational colleges can take them as one of the goals of training professional talents in preschool education. They can teach students the professional knowledge and skills of nursing pregnant women, partakers and infants by offering relevant courses of baby nurses, so that students can shine and gain a firm foothold in this field.

Second, Early education talents. Data research shows that early childhood is a critical period for human intelligence development. The earlier children are educated, the more effective their potential development will be. For example, 2-3 years old is the best age for children to learn oral language, the latest foreign language learning should not be more than 5 years old; Five to five and a half years old is the golden age for children to master number concepts; 6 years old is the best age for children to perceive orientation and perception. At present, all kinds of early education institutions emerge in endlessly on the market, and the demand of these institutions for early education talents is increasing. In view of this, higher vocational colleges should also target the talent training of preschool education majors at early education, so as to broaden the way for students to find jobs and even start businesses in the future. Vocational colleges can offer some courses related to early education, such as Orff music education, Montessori education and sensory integration training.

In addition, special talents and parent-child talents also provide new ideas and new directions for the optimization of talent training goals for preschool education majors in higher vocational colleges. No matter what kind of talents are cultivated, in fact, the employment rate of preschool education majors can be greatly increased, so that they can better adapt to today's competitive employment environment and promote their long-term development.

2. Docking job ability, optimize the professional curriculum system

Under normal circumstances, the curriculum of preschool education is divided into two modules: theory and practice. At any time, these two modules are not separated from each other, but should be organically combined, so as to provide a solid guarantee for the cultivation of preschool education professionals. Under the background of the new era, the optimization of the curriculum system of preschool education should closely connect the post ability and professional standards, put the improvement of students' professional ethics in the first place, and take the cultivation of talents with knowledge and skills development as the purpose. On the basis of the original curriculum system, it is further divided into three parts: in-school curriculum teaching, off-campus kindergarten internship and practical practice teaching. Aiming at improving students' comprehensive ability level.

The campus courses are divided into compulsory courses and elective courses, among which the compulsory courses are divided into four modules: public basic courses, professional basic courses, professional skills courses and professional expansion courses. The public foundation course must be set up in strict accordance with the regulations of the state on the public foundation course of higher vocational colleges. The establishment of professional basic courses should follow the principle of progressive levels. Courses such as policies and regulations related to preschool education, professional ethics for kindergarten teachers and Chinese courses for preschool teachers should be set up in the first grade of higher vocational education to improve students' professional legal quality, professional ethics and Chinese quality. In the second semester of the second grade, schools should set up the theory and practice courses of children's games and the course of children's literature, so as to cultivate students' good gamification concept of kindergarten curriculum and improve their ability to appreciate children's literature works and guide them in games. Professional skills courses refer to the fact that students can choose 2-3 courses for in-depth study, such as music, art, dance, language expression, physical education and so on. The main purpose of professional elective courses is to cultivate students' professional specialties and interests, including but not limited to Orff music, speech and eloquence, children's sports game creation and so on.

Outside the school, kindergarten education practice is the main way to cultivate preschool teachers' comprehensive practical ability. The school should arrange for students in the first grade of higher vocational colleges to have one week of kindergarten internship every semester, and the internship period will be increased to two weeks in the second grade. The purpose of this is to help students gradually get familiar with the work flow of kindergarten. In the last semester, students do on-the-job internship to master the specific work of

kindergarten and improve their comprehensive practical ability.

3. Based on lifelong development, the reform of teaching mode should be strengthened

First of all, in order to realize the effective training of vocational preschool education professionals, teachers should pay attention to cultivating students' practical ability and innovative spirit. By providing a wide variety of practical opportunities and projects, such as internships and community services, they can help students combine their theoretical knowledge with practical work and enhance their problem-solving ability and innovative thinking.

Second, promote problem-oriented and student-centered teaching methods. The traditional one-way infusion teaching can no longer meet the demand of modern higher vocational education for the training of pre-primary education professionals. Therefore, teachers should play the role of more mentors and guides, and stimulate students' interest and ability of independent learning through heuristic teaching and group cooperative learning. At the same time, information technology means, such as online education platforms and virtual laboratories, should be used to provide students with convenient learning resources and communication platforms.

Finally, close combination with the industry, pay attention to the cultivation of practical application ability. Higher vocational colleges can establish close school-enterprise cooperation with relevant kindergartens, early education institutions, domestic service and other enterprises, carry out two-way exchanges and cooperation, and provide students with more real and close to the actual working environment and project tasks, which can not only make students better adapt to the future workplace requirements, but also enhance their ability to solve practical problems.

4. Deepen the integration of production and education, and build practical training bases on campus

The integration of production and education is an important way to deepen the effect of education and teaching. In view of the particularity of training talents for preschool education professionals, higher vocational colleges should actively cooperate with kindergartens to create multi-functional training bases integrating "teaching, learning, doing and research" for students, so as to effectively play the role of collaborative education between higher vocational colleges and kindergartens, and obtain the effect of education and teaching.

The cooperative kindergarten will provide sufficient opportunities for students to practice. In the internship stage of each semester or the last semester, the higher vocational colleges should arrange students to take turns to the cooperative kindergarten to carry out study and practice activities, so as to improve students' practical ability and professional quality.

First of all, in the multi-functional practical training base, higher vocational colleges should provide advanced educational facilities and resources, including simulated classrooms, laboratories, libraries, etc. These facilities will provide a real working environment for students, so that they can learn and master relevant skills in practice. At the same time, higher vocational colleges can invite professionals to guide students' practical training activities and regularly organize some special lectures or training courses to help students understand the latest developments and development trends in the preschool education industry.

Secondly, vocational colleges should arrange special instructors for guidance and supervision during students' practical activities. Counselors can work closely with kindergarten teachers to make practice plans and evaluate and give feedback on students' performance. In this way, cooperative kindergartens can understand the employment intentions of outstanding students and prepare for the kindergarten to train and reserve teachers.

Epilogue

To sum up, it is one of the important ways to effectively solve the shortage of preschool education teachers in higher vocational colleges to optimize and innovate the training mode of preschool education professionals. Higher vocational colleges should actively innovate the concept of talent training, adopt feasible education and teaching strategies through joint enterprises, kindergartens and even parents, and comprehensively improve the quality of talent training, which is of great significance to promote the development of preschool education.

References:

- [1] Xinrong Zeng. Research on the Cultivation of professional talents for Preschool Education in Higher Vocational Colleges in the New Era [J]. *Education and Occupation*, 2021(6):94-97.
- [2] Chen Yang, Yunfeng Gong. Thinking on Cultivating Vocational Skills of Students in Higher Vocational Colleges in the New Era -- A case study of Preschool Education in Tieling Normal College [J]. *Journal of Liaoning Normal College (Social Science Edition)*, 2022(6):120-122.
- [3] Longtu Chen. Research on Talent Cultivation Reform of Preschool Education in Higher Vocational Colleges under the Background of National Teacher Qualification Examination [J]. *Modern Vocational Education*, 2020(13):56-57.