

The way of training applied talents in pre-school education

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Abstract: With the increasing social demand for high-quality preschool education, college preschool education major as the cradle of training future preschool education workers, its talent training mode reform and innovation is particularly important. This paper aims to explore the effective path for the training of applied talents for pre-school education majors in colleges and universities. Through analyzing the existing problems in the training of talents for pre-school education majors in colleges and universities, it proposes to build a diversified talent training system with practical ability as the core, integrating theoretical teaching, skill training, practice training, scientific research innovation and teacher ethics education. The aim is to cultivate applied talents of preschool education with solid professional knowledge, strong practical ability and innovative spirit, so as to meet the society's demand for high-quality preschool education talents.

Key words: colleges and universities; Preschool education major; Applied talents; Personnel training; Path

Introduction

With the implementation of the "two-child" and "three-child" policies, China's preschool education has ushered in unprecedented opportunities for development, but also faces more severe challenges. In the face of the increasing demand for kindergarten admission and high requirements for education quality, the preschool education major in colleges and universities, as the main position of training preschool education teachers, needs to change its talent training mode from the traditional knowledge imparting type to the applied skills type, in order to better adapt to the development of the industry and social needs. Therefore, it has become an important issue in the current reform of higher education to explore and practice an application-oriented talent training path that meets the requirements of The Times and ADAPTS to the needs of the industry.

I. The existing problems in the training of college pre-school education professionals

1. The curriculum is simple, ignoring the cultivation of comprehensive literacy

At present, some colleges and universities still have the problem of unitary curriculum for preschool education majors. The curriculum system overemphasizes the professional curriculum, but neglects the cultivation of students' comprehensive quality. Students majoring in preschool education not only need to master solid professional theoretical knowledge, but also need to have a wide range of humanities knowledge, artistic cultivation, mental health knowledge and other aspects of the ability. However, some colleges and universities tend to only pay attention to the professional courses of preschool education, such as child psychology, preschool pedagogy, kindergarten curriculum and teaching, etc., while ignoring the general courses such as literature, art, history, philosophy, etc., resulting in students' narrow range of knowledge and low comprehensive literacy. This single curriculum not only limits the all-round development of students, but also is difficult to meet the needs of the society for diversified and high-quality preschool education talents.

2. There is a disconnect between theory and practice and a lack of practical teaching links

Preschool education is a highly practical major, but in the process of actual talent training, there is often a disconnect between theory and practice. On the one hand, some colleges and universities have invested a lot of resources in theoretical teaching, but ignored the importance of practical teaching, resulting in students mastering rich theoretical knowledge, but lack of practical operation ability and the ability to solve practical problems. On the other hand, due to the limited practical teaching resources, such as the lack of practice base and the unreasonable arrangement of practical courses, it is difficult to effectively guarantee the practical teaching links of students. This disconnection between theory and practice not only affects the cultivation of students' professional skills, but also reduces their employment competitiveness.

3. The faculty is weak, and the professional quality of teachers needs to be improved

The teachers of preschool education in colleges and universities directly affect the quality of personnel training. However, at present, there are some deficiencies in the allocation of preschool education teachers in some colleges and universities, which are mainly manifested as insufficient number of teachers and uneven professional quality. On the one hand, with the popularity of preschool education, the number of applicants has soared, but the corresponding teacher resources have not been supplemented in time, resulting in the shortage of teachers and heavy teaching tasks in some colleges and universities. On the other hand, although professional teachers in some colleges and universities have a certain amount of teaching experience, they still need to be improved in terms of professional quality, teaching philosophy and teaching methods. Some teachers lack advanced educational ideas and teaching methods, which is difficult to stimulate students' interest and enthusiasm in learning; At the same time, some teachers have insufficient understanding of the latest research results and developments in the field of preschool education, and it is difficult to provide students with cutting-edge knowledge and information.

4. The imperfect evaluation system is difficult to fully reflect students' abilities

Student evaluation system is one of the important means to test the effect of talent training. However, there are some imperfect problems in the evaluation system of preschool education in some colleges and universities. On the one hand, the evaluation system pays

too much attention to the evaluation of theoretical knowledge and neglects the evaluation of students' practical ability, innovative ability and comprehensive quality. On the other hand, the evaluation method is simple and the degree of standardization is too high, which also limits the play of students' personality and specialty. This imperfect evaluation system is not only difficult to fully reflect students' ability level and development potential, but also easy to lead to students' test-taking psychology and neglect the cultivation of actual ability and comprehensive quality.

II. The training path of applied talents in pre-school education

1. Optimize the curriculum system and strengthen the cultivation of comprehensive literacy

In the specific implementation of optimizing the curriculum system to strengthen the cultivation of comprehensive literacy, college preschool education majors need to adopt multi-dimensional strategies. First of all, the setting of interdisciplinary elective courses should not only cover literature, art, history, philosophy, psychology and other fields, but also pay attention to the timeliness and practicability of the course contents, such as the introduction of children's literature classics appreciation, frontier lectures of child psychology, art enlightenment and creativity cultivation, so as to stimulate students' deep understanding and emotional resonance of the children's world. At the same time, to enhance their aesthetic appreciation and innovation ability. Secondly, the establishment of cross-specialty course selection mechanism should break the departmental barriers, encourage students to choose courses of education, sociology, information technology and other related majors according to their personal interests and career plans, and promote the diversification and complementarity of knowledge system. Through the organization of interdisciplinary seminars and project cooperation, students can deepen the integration and application of knowledge in different fields and cultivate their ability to solve complex educational problems. In addition, in terms of practical teaching, colleges and universities should build a "school-garden-community" practice teaching model. In addition to setting up practical training places such as simulated classrooms and children's playrooms, colleges and universities should also deepen cooperation with kindergartens and early education institutions to provide long-term and stable internship positions for students, so that students can observe children's behavior, design teaching activities and reflect on educational strategies in real education scenes, so as to realize the deep transformation from theory to practice. At the same time, students should be encouraged to participate in community education projects, such as parent-child reading promotion, child safety education, etc., to enhance their sense of social responsibility and service awareness, and lay a solid foundation for their future career.

2. Strengthen practical teaching and build a collaborative education mechanism inside and outside the school

In the process of deepening the training of applied talents for pre-school education majors in colleges and universities, strengthening practical teaching and building collaborative education mechanisms inside and outside the school have become indispensable driving forces. In this regard, colleges and universities need to take the initiative to take steps and actively build a close cooperation network with multiple subjects such as kindergartens and early education institutions to ensure that such cooperation is not only on the surface, but goes deep into the core of education and teaching. First of all, as a bridge connecting theory and practice, the quality of practice base is directly related to the cultivation of students' practical ability. Therefore, when choosing cooperation partners, colleges and universities need to strictly check to ensure that internship bases can provide high-quality and diversified internship programs, so that students can exercise their ability and accumulate experience in a real working environment. At the same time, through the design of scientific and reasonable internship programs, students can get comprehensive training in many aspects such as curriculum planning, activity organization, child psychological observation and home co-parenting, laying a solid foundation for their future career. Secondly, deepening school-enterprise cooperation is the key to realize resource sharing, mutual benefit and win-win. Universities, kindergartens and early education institutions should break down barriers and carry out in-depth cooperation in the construction of curriculum system, updating of teaching content and developing of teaching materials, so as to jointly promote the innovative development of preschool education. In addition, regular teacher training and exchange activities can not only improve the professional quality and teaching ability of teachers on both sides, but also promote the exchange and collision of educational ideas, and inject new vitality into the cause of preschool education. It is particularly important that universities should give full play to their scientific research resources and technological advantages, provide scientific research guidance and technical support for cooperative enterprises, and help enterprises solve practical problems encountered in the development. Such cooperation can not only enhance the core competitiveness of the enterprises, but also promote the technological progress and industrial upgrading of the preschool education industry, and truly realize the deep integration and coordinated development of education and industry.

3. Improve the teaching staff and enhance the professional quality of teachers

In the process of promoting the training of applied talents for preschool education in colleges and universities, strengthening the construction of teachers and improving teachers' professional quality is a core strategy. In order to achieve this goal, colleges and universities need to take a series of comprehensive and in-depth measures. First of all, in terms of talent introduction, universities should establish the concept of openness and inclusiveness, and attract top scholars and educators with rich practical experience in the field of preschool education at home and abroad by optimizing the recruitment process, improving the salary conditions, and strengthening the career development path planning. The injection of these fresh blood will bring a new perspective and vitality to the team of preschool education teachers, and promote teaching and research to a higher level. Secondly, for new teachers, colleges and universities should implement refined and personalized training plans. Through the tutor system, teaching observation, curriculum design workshops and other forms, they can help them quickly master teaching skills and become familiar with the educational environment, while guiding them to combine their personal

advantages with preschool education characteristics to form a unique teaching style. Furthermore, continuing education projects are an important way to improve teachers' professional quality. Colleges and universities should build a diversified and systematic training system, covering multiple dimensions such as educational theory, teaching method, educational technology and mental health. Activities such as academic exchanges at home and abroad, teaching seminars and teaching skills competitions should be regularly organized to stimulate teachers' enthusiasm for learning, broaden their knowledge horizons and enhance their teaching innovation ability. In addition, encouraging teachers to participate in scientific research activities is the key to promoting teachers' professional growth. Colleges and universities should set up special funds to support teachers in carrying out scientific research in the field of preschool education and encourage them to translate research results into teaching practice to improve teaching quality. At the same time, a scientific and reasonable incentive mechanism should be established to stimulate teachers' enthusiasm and creativity by recognizing excellence and rewarding advanced teaching, and create a positive working atmosphere in which they pursue excellence.

4. Improve the evaluation system to fully reflect students' abilities

In order to fully reflect the ability level and development potential of talents, colleges and universities should also establish a diversified evaluation system. First of all, apart from the traditional closed-book examinations, open book examinations, oral examinations, essays and project reports should also be introduced. Among them, open-book exams encourage students to read widely and think deeply; Oral examination can exercise students' oral expression ability and logical thinking; Essays and project reports focus on demonstrating research ability and practical application. At the same time, teachers should also add practical activity evaluation and group cooperation project evaluation, which can effectively evaluate students' innovation ability, team cooperation ability and practical problem solving ability, and truly realize the all-round consideration of students' ability. Secondly, teachers can introduce process evaluation to dynamically track students' growth process. In the concrete implementation, teachers can collect students' learning data through classroom observation, homework analysis, learning log, peer evaluation and other means, and timely feedback on learning results and problems, so as to provide personalized learning guidance and support for students. This evaluation method can stimulate students' self-reflection ability, cultivate the habit of active learning, and promote their all-round development. In addition, schools should further establish a feedback mechanism for employers to ensure that education is closely aligned with social needs. Colleges and universities should take the initiative to establish a long-term communication mechanism with employers such as kindergartens and early education institutions, and regularly collect evaluations and suggestions on graduates' work performance, professional skills and professional quality. These feedbacks from the front line are of great guiding significance for optimizing talent training programs, adjusting curriculum Settings and improving teaching methods. At the same time, it also helps to improve the market competitiveness of pre-school education graduates and enhance their social recognition.

Conclusion

To sum up, there are some problems in the training of preschool education professionals in colleges and universities, such as single curriculum, disconnection between theory and practice, weak teachers and imperfect evaluation system. These problems not only affect the students' professional quality and employment competitiveness, but also restrict the further development of preschool education. Therefore, teachers of preschool education in colleges and universities need to face up to these problems and promote the continuous improvement of the training quality of preschool education professionals in colleges and universities through optimizing the curriculum system, strengthening practical teaching, improving the team of teachers, perfecting the evaluation system and other measures.

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