

Research on influencing factors and Countermeasures of preschool education teachers' development in Higher Vocational Colleges

Yanan Hu

(Changsha Preschool Teachers College, Changsha, Hunan, 410600)

Abstract: the professional development of preschool education teachers in Higher Vocational Colleges affects the quality of future preschool teachers. This paper analyzes the factors that affect the development of preschool education teachers in higher vocational colleges, and comes to the conclusion that different professional backgrounds have a great impact on the professional development of preschool education teachers, the impact of age differences can be ignored, and the allocation of teachers is related to the professional development of preschool education teachers. In order to speed up the development of preschool education teachers in Higher Vocational Colleges and improve the quality of talent training, the construction of a benign pre-school education teacher training environment is the foundation, the matching of teachers' professional background and the adjustment of teachers' allocation are the core, and the cultivation of teachers' lifelong learning concept is the key.

Key words: higher vocational education; Pre school education; Professional development

Preschool education major in higher vocational colleges has become an important part of the development of preschool education. The quality of preschool teachers directly determines the quality of preschool education development, and the level of preschool education also directly affects the overall quality of the people. Therefore, the development of pre-school education teachers in higher vocational colleges should move forward steadily, overcome difficulties and improve professional quality, which is the focus of the current pre-school education professional development.

1. A summary of the development of preschool education teachers in Higher Vocational Colleges

1.1 Teachers' professional backgrounds are uneven

At present, pre-school education in higher vocational colleges is developing rapidly under the guidance of policies. According to the relevant documents on the development of normal majors issued by the Ministry of education, the development of pre-school education must be accelerated and ahead of the times in order to meet the development of social talent demand. Therefore, many higher vocational colleges are overloaded with enrollment of pre-school education majors, resulting in a serious shortage of pre-school education teachers.

In order to meet the requirements of student teacher ratio in the Ministry of education's notice on the implementation measures for the certification of normal majors in Colleges and universities (Interim), colleges and universities will employ a large number of teachers of relevant majors or part-time teachers to take part-time courses in Colleges and universities, such as teachers with professional backgrounds in nursing, music and dance, in order to increase the number of full-time teachers in Colleges and universities and reduce the student teacher ratio.

1.2 The allocation of teachers is not scientific and reasonable

At present, most higher vocational colleges with preschool education major are upgraded from several schools through merger, so the professional background of the leadership is diversified. Some leaders have a certain deviation from the basic orientation and future development of preschool education major, resulting in the failure to form a standardized preschool education leadership and teacher team in Colleges and universities. Some pay more attention to technology than education, and some pay more attention to art than education, resulting in the complexity of teachers' Professional background.

1.3 Teachers lack the concept of lifelong learning

After taking part in work, teachers will enter a stable state to a certain extent, lacking the concept and ability of self-education and lifelong learning. Teachers with other professional backgrounds tend to immerse themselves in their professional fields, unable to effectively integrate the core qualities of preschool education teachers, and rarely take the initiative to learn the cutting-edge theories and knowledge of preschool education, resulting in the overall slow development of preschool education teachers in Higher Vocational Colleges.

2. Analysis of factors affecting the development of preschool education teachers in Higher Vocational Colleges

2.1 The influence of different professional backgrounds on Teachers' professional development

The author conducted an independent sample t-test on 110 preschool education teachers with different professional backgrounds through a questionnaire survey. According to Professor Yu Yongping's three-dimensional view of teachers' Professionalism (professional ethics, professional knowledge and professional ability), teachers with different professional backgrounds show significant differences in three-dimensional view (P values are all less than 0.05). According to the calculation data, the level of professional ethics and professional knowledge of teachers with pre-school pedagogy and education professional backgrounds is significantly higher than that of teachers with art and other professional backgrounds (0.7 for education majors and 0.5 for other majors). And through the correlation analysis of pre-school education professional teachers' level and professional background, it can be found that the correlation between teachers' professional

level and professional background is very strong and positively correlated (P values are less than 0.01, R value coefficients are greater than 0.6).

2.2 The influence of teachers' age on Teachers' professional level

Under the condition of ensuring that other factors are the same, only the influence of age difference on the professional development of preschool education teachers is tested. Through the data measurement, it can be found that the influence of age on Teachers' professional level does not reach the statistical significance level (P values are greater than 0.05), and its R coefficient also shows a form of correlation but little correlation. Therefore, there is no need to consider the age factor in the training and training of teacher development.

2.3 The influence of Teacher Allocation on Teachers' professional level

The author interviewed 80 preschool education teachers in different higher vocational colleges from three aspects: the professional background of leaders, the proportion of teachers' professional titles and the role of the "double tutor" system. Among them, 56 teachers said that their direct leaders and the presidents of secondary colleges did not graduate from preschool education, and their professional cognition was deviated from that of full-time teachers of preschool education. 72 teachers said that the proportion of teachers' professional titles in their units was unreasonable. Professors and associate professors were concentrated in the middle level and separated from the front-line teaching posts, resulting in most of the front-line teachers being assistant lecturers or even having no grade titles. 66 teachers believed that the role of "double mentors" in their units had not been brought into full play, and the model was in vain, which did not play a role in promoting the development of education. All 80 teachers said that the scientific allocation of teachers can promote the development and improvement of teachers' professional level, and there will be new breakthroughs in the cognition of pre-school education.

3. Measures to promote the development of preschool education teachers in Higher Vocational Colleges

3.1 Building a benign pre-school teacher training environment is the foundation

To ensure the stable development of professional quality of preschool education teachers in Higher Vocational Colleges after working in colleges, colleges must build a benign training environment for preschool education teachers. From the perspective of constructivist learning theory, learning environment is a crucial factor. Teachers of pre-school education in Higher Vocational Colleges rarely have concentrated time to systematically learn relevant knowledge after work. Through the special lectures, professional ability training, professional quality training provided by colleges and universities, they can directly create learning opportunities for pre-school education teachers.

At the same time, we should also improve the system of colleges and departments. At present, many higher vocational colleges have preschool education majors in the same department as other majors. Due to the different nature of the majors and the differences between normal and non normal majors, it is not conducive to the integration of professional development, which will hinder the development of teachers. Therefore, colleges and universities should establish independent departments of preschool education, improve the professional identity and belonging of preschool education teachers, and enhance the professional ability and team cohesion of preschool education teachers in higher vocational colleges.

3.2 Matching teachers' professional background and adjusting the allocation of teachers are the core

1. Strictly control the professional background when recruiting teachers

From the analysis of the factors affecting the development of pre-school education teachers, we can see that the professional development of teachers with different professional backgrounds in pre-school education is uneven and highly correlated. If the school recruits teachers with art professional background to educate future pre-school teachers, it means that pre-school education is easy to be equated with art and loses the significance of pre-school "education".

Therefore, the organization and personnel department of colleges and universities should strictly control the recruitment of teachers from the professional background. According to the catalogue of undergraduate majors in general colleges and universities formulated by the Ministry of education of the people's Republic of China, professional comparison is carried out to ensure that the professional background of teachers majoring in pre-school education in Colleges and universities is pre-school pedagogy and other related disciplines.

2. Scientific and reasonable allocation of leaders in charge and middle level

The leaders in charge and middle-level cadres of preschool education major are the core forces that determine the development of preschool education major in Colleges and universities. The thoughts, suggestions and professional construction planning of the leaders in charge and middle-level cadres are all based on the pre-school education major, so as to form a good professional development environment and atmosphere and promote the professional development of teachers. It is suggested that higher vocational colleges should adjust their leaders and middle-level cadres according to their professional background and management ability, optimize the management structure of preschool education, and pay attention to the role of "double mentors".

3.3 Improving the concept of lifelong learning is the key

The concept of lifelong learning was put forward very early. Teachers' cognitive ability and knowledge category should develop with the development of society. Teachers of pre-secondary education major in higher vocational colleges should actively participate in various special lectures, annual meeting reports, academic salons, open class seminars, academic forums, etc. related to professional fields, constantly add new knowledge links to the professional knowledge base, and promote teachers' professional development.

In addition to active learning of theoretical knowledge, teachers of preschool education major in higher vocational colleges should improve their practical ability, which weakens the importance of practice due to long-term teaching environment. Therefore, teachers can

improve their practical ability by visiting kindergartens, participating in Teachers' professional ability competitions, guiding students to participate in professional ability skills competitions, and improve their comprehensive quality through kindergarten game design, activity design, script design, dance design, etc. Maintaining the concept of lifelong learning is a good concept that every citizen should maintain, and it is also a key measure for the development of preschool education teachers in higher vocational colleges.

References:

- [1] Haidong Ding The professionalism of kindergarten teachers' profession and its foundation [J].Pre school education research, 2015 (11): 21-27
- [2] Meng Luo,Yanbo Yang Research on the connotation of Higher Vocational preschool education teachers' professional development under the background of vocational education reform [j]Educational observation, 2022,11 (15): 105-107+112
- [3] Yonghua Liu Analysis and Countermeasures of the current situation of the development of preschool education teachers in Colleges and universities [j] Journal of Yanbian Institute of education, 2021,35 (01): 139-141
- [4] Yan Hou,Gang Xue On preschool education talent cultivation from the perspective of social development -- a review of preschool education teacher development: orientation and path [j]Educational theory and practice, 2022,42 (24): 65
- [5] Yong Li,Peng Li Research on preschool teachers' professional identity and talent training of pre school education in Higher Vocational Colleges [j] Education and teaching forum, 2022 (21): 41-44
- [6] Yongping Yu On the professionalism and professional development of preschool education [J].Jiangsu early childhood education, 2014 (1): 4-7
- [7] Xue Shi,Yongping Yu: the importance, professionalism and complexity of preschool education[J].Huaxia teacher, 2014 (11): 4-5
- [8] Hang Wu,Xingyu Yang Explore a new model of Teacher Education in pre-school education stage -- Based on the thinking of primary and secondary school teacher development school in China [j]Teacher education forum, 2018,31 (05): 45-49
- [9] Yong Li Research on the professional development of preschool education teachers in Higher Vocational Colleges [j]Education and teaching forum, 2022 (45): 46-49
- [10] Xiaoyu Hua Review and Reflection on the construction of preschool education professional teacher development school in the new era [j]Journal of Ningbo Institute of education, 2021,23 (05): 41-45
- [11] Chunyan Lu Development of teachers' professional quality and professional ability of preschool education major in Higher Vocational Colleges [c] / Working Committee of the International Association of academicians of the China Association for the promotion of international science and technology Proceedings of the Academic Forum on Curriculum Education Exploration (1) Proceedings of the Academic Forum on Curriculum Education Exploration (1), 2022:11-13Doi:10.26914/c.cnkihy2022.030937
- [12] Guangbing Zhu Construction of preschool teacher education practice mode based on Modern Apprenticeship -- a case study of M preschool normal school Preschool Education Alliance □ J □ Modern education treatise, 2015 (4): 87-91
- [13] National leaders sent a letter of condolence [eb/ol] to teachers across the country(September 9, 2013) [202203-23]http://www.xinhuanet.com/politics/2013-09/09/c_117294186.html.
- [14] Jing Ding Research on professional activity curriculum in normal colleges and Universities: a case study of preschool education major □ J □ Journal of Guangxi Second Normal University, 2013,33 (6): 1-7
- [15] Xianling Meng Exploration on quality training of logistics management major in Higher Vocational Colleges □ J □ China business theory, 2015 (25): 188-189.

Research on Strategies of improving teachers' informatization teaching ability in Colleges XJKX22B339