

## A Probe into the Talent Training Model of Preschool Male Student Teachers

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**Abstract:** With the continuous improvement and development of China's scientific information technology and its comprehensive national strength in the information age, people have also put forward higher technical requirements for the quality and level of preschool education. In the current basic education system in China, preschool education is still a relatively large weak link. At present, the number of male teachers in kindergartens is seriously inadequate, and the overall level of education and professionalization of preschool education is not high. It is far from the goals and requirements of developed countries for reform and development of preschool education. The research purpose of this article is to explore the talent training goals and models of pre-school male-funded normal students. Based on the explanation of the basic theory and practice of talent training objectives and models, this article combines the goals of current preschool education-related majors for male preschool public-funded normal students, and the curriculum development, training model development process, and evaluation system development. An analysis of the status quo and empirical investigations are conducted. The results of the empirical investigation show that the current 65.15% of the universities have the prominent problem of unclear positioning of talent training goals, which is mainly manifested in the fuzzy definition of the training goals and the lack of full emphasis on the characteristics of art training, and the practice is not outstanding. Another prominent problem is the unscientific setting of talent training courses, the lack of scientific rationality in the structure ratio, which is manifested by the disconnection between the contents of talent training courses and the demands of vocational positions, the repetitiveness of curriculum settings and the lagging of teaching.

### 1. Introduction

At present, the scientific development of preschool education has been highly valued by our party and country. From the Party Central Committee to various places, various policies and disciplines have been promulgated and officially introduced. Preschool education has gradually ushered in unprecedented education. New opportunities for reform and scientific development. At the first eighteenth collective national preschool education management reform and development work guidance conference held on the 31st of the new year in China, the Party Central Committee and the State Council presided over the formulation and deliberation of the "National Medium and Long-term Education Reform and Development". The Outline of Development Planning (2010-2020) "carried out a series of important strategic tasks in the new historical period to guide and implement the major strategic tasks that promote the steady reform of the party and the country's mid- and long-term preschool education management science and the development of a scientifically powerful country. Strategic overall planning and decision-making deployment, depicting a new and grand blueprint for promoting the scientific reform and development of a pre-school education in China in the coming years, and opening up the next year will further transform China from a traditional modern education management modern science power A new journey of rapid development of the great history and culture of modern China, modern education management, modern science and strong country. This is to require professional construction of

preschool education, promote and develop the professionalization of preschool children's education teachers, and improve the quality of preschool kindergarten education. This is mainly achieved through the professional training of male technical talents in public-funded normal students in preschool education-related professional schools. The cultivation of professional knowledge, abilities and comprehensive qualities of pre-primary education teachers must be a prerequisite for graduating pre-school teachers, and the training mode for pre-school education professionals is a guarantee. Realize the goal and core competitiveness of preschool education-related professional teachers students to cultivate high-quality, high-quality skill-based preschool teachers.

However, in the process of collating and collecting the literature of this subject, it was found that there are not many in-depth studies on the talent training concept and model of public-funded male teacher students in preschool education-related majors, and the content of this topic is not comprehensive and thorough. And this article has conducted in-depth research around the research on the talent training concept and model of publicly-funded male teacher students in preschool education-related professional schools, whether from the perspective of further satisfying the market economy and society's professional talents training needs for publicly funded preschool teachers. Or to focus on the goal and requirements of further improving the training level and quality of preschool education-related professionals, carrying out research on this topic has very important basic theory and significance of preschool education practice [1-3]. In the current basic education system in China, preschool education is still a weak link. At present, the overall professional education level of preschool teachers and the degree of specialization in preschool education are not high, and they are still far from the higher requirements of developed countries for the reform and development of preschool education. Therefore, promoting the development and improvement of the overall professional quality of teachers in preschool education, promoting the modernization of teachers in preschool education, and the continuous development and improvement of professional quality education have gradually become an urgent requirement of the country and the economy and society [2-4].

This article uses Nanchang University in Jiangxi Province as a research example. Through a large number of text data analysis, questionnaire surveys, interview questionnaire surveys and other methods, the theoretical and practical foundation of the convergence study is established. The status quo of the research on the connection of talent training models, and the root cause of the existing problems, so as to provide a feasibility for the connection study of the training model of pre-school male-funded normal students in Nanchang based on the theoretical basis of full reference to relevant research work experience in Nanchang Basis and recommendations. The specific theoretical research ideas are as follows: literature data analysis-empirical research of countermeasures questionnaire survey-analysis of existing problems, countermeasure analysis-attribution of problem-conception of countermeasure research.

## **2. Method**

### **2.1 Understand the Connotation of Talent Training Mode for Male Public Funded Teachers of Preschool Education Major in Colleges and Universities**

The pre-school talent training model for male pre-school education-related majors recruiting normal students at colleges and universities is a kind of pre-school preliminarily establishing goals for pre-school education personnel training, optimizing the process of talent training, and establishing a pre-school evaluation and guarantee system for pre-school education. Educational stereotyped practical teaching model. It is mainly composed of four basic aspects: preschool education training objectives, curriculum system, teaching method, management and evaluation of teaching quality. The definition of this model mainly includes the connotation that the curriculum system requires talents to have the correct preschool education training goals and that the curriculum system requires talents to have a perfect preschool education curriculum system [5-6]. The starting point of talent training in preschool education is the most basic starting point for talent training in colleges and universities. With the correct preschool education training goal, it is the

most likely way to truly achieve successful talent training in colleges and universities, so how to establish a scientific preschool The starting point for the training of educational talents is the most basic talent training requirement for preschool education-related majors. The preschool education curriculum system is also the preschool education professional curriculum system setting. Its starting point is the most basic and fundamental way for related majors to achieve the goal of college personnel training and teaching. Without a complete preschool education curriculum system, it is difficult to really reach the established preschool. The goal of education talent training [7].

## **2.2 Case Analysis**

Through the survey, four universities in Nanchang, the first batch of preschool education talent training programs at the general undergraduate level and the general college level, were selected as the survey targets according to the research objectives. The actual implementation of the training plan, the implementation of the training plan, the implementation of the training plan, and the evaluation of the effects of talent training are investigated cases, and the fundamental problems and their deficiencies are analyzed in depth [8-9]. Through targeted analysis and solving some common problems that may exist in the implementation of the training plan, the case of the research and promotion results related to the training of preschool education professionals in the university was finally put forward, and the general problem solutions and their solutions Suggestions for countermeasures and measures.

## **2.3 Literature Method**

The main purpose of the documentary method is to deepen the basic concepts of preschool education majors, to summarize and summarize the results of related theories and research models of talent training models for preschool education in higher vocational and technical education at home and abroad. The world's overall research and development ideas on the concept and model of professional training for pre-school education professionals in higher vocational and technical education, and the in-depth exploration of the educational management model of pre-school male education-related professionals as the theoretical basis for education research, and further proposes on this basis The point of this article [10].

## **2.4 Comparative Method**

Through a comparative study of the talent training models of preschool education majors at home and abroad, this paper analyzes the current research status of foreign preschool education majors in curriculum development and practical teaching. Therefore, the current problems and reasons in the training of college education talents in China are compared, so as to better draw on the successful experience of foreign countries in order to explore the talent training model of public male teachers in China's preschool education majors on the basis of China's national conditions of education [ 11].

## **3. Experiment**

### **3.1 Questionnaire Survey Method**

In order to truly understand the current status of the training of pre-science majors in the pre-school education under the model of pre-school education in Nanchang, male pre-school teachers at Nanchang, a questionnaire survey was conducted on the training of students in 4 ordinary colleges and universities in Nanchang, Jiangxi Province. The pre-science education related curriculum and scientific research and teaching related materials are used to analyze the connection status of pre-school education professional training in male-funded college teachers and students, and provide a strong theoretical basis for teaching research. This subject research issued 180 questionnaires to the five-year consistent public-funded male student education major of cy school in Nanchang. A total of 158 valid questionnaires were recovered, 5 questionnaires that had been invalidated were rejected, and 153 valid questionnaires were recovered. The effective questionnaire recovery rate It was 86.1%. A total of 180 valid questionnaires were issued to the public education

male teacher education students of the "3 + 2" talent training model. A total of 163 valid questionnaires were recovered. One invalid questionnaire was rejected. 162 valid questionnaires were recovered. The effective questionnaire recovery rate was 95.3%.

### 3.2 Interview Method

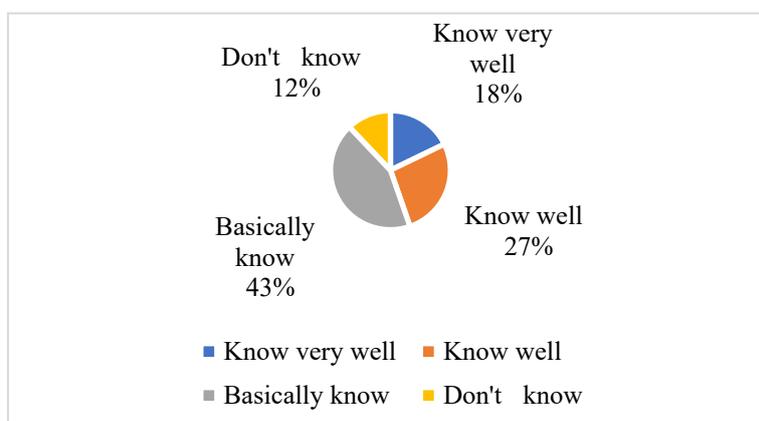
In order to deeply understand the characteristics and differences of college graduate teachers in various aspects such as teaching methods and academic level evaluation, as well as the higher requirements of preschool education professionals in society and the market, through the introduction of WeChat circle of friends, we obtained information about kindergarten teachers and Telephone and communication contact information for college graduates and principals, through email and interviews, 5 full-time graduate teachers, 5 full-time undergraduate college graduate teachers, and 8 full-time kindergarten graduates The head teacher and 10 male vocational graduate teachers conducted structured interviews.

### 3.3 Text Analysis

Through the acquisition of relevant staff from other schools and the inquiry and collection of the preschool education talent training system implementation plan from other schools' websites and the collection of relevant talent training system implementation documents from other schools, the "3 + 2" and five The differences and interrelationships between the talent training goals and the specifications of talent training, the setting of courses, the teaching of practical activities, etc. under the two consistent training models were analyzed. With reference to the data and results of the above research, Some outstanding problems have been found in the construction of the management mode of professional education for male students at ordinary colleges and universities and the preschool education of normal students in Nanchang.

## 4. Results

### 4.1 Analysis of the Positioning of University Pair Training Objectives



**Figure 1.** Male students' understanding of training goals

Through the analysis of the data in Figure 1, it can be clearly found that the current pre-primary male vocational higher vocational normal school students in Nanchang City, Jiangxi Province do not have enough understanding and cognition of the talent training objectives of the relevant majors. The education department of colleges and universities should further clarify the orientation of talent training in preschool education, and the process of setting goals should strictly follow the unified specific training principles. When formulating its training objectives for preschool education-related professional talents, the simultaneous training of both discipline-based education and vocational post training requirements should be taken as the main starting point and end point of professional talents training for male preparatory public higher vocational teachers. . At the same time, because some college students receive the vocational education undergraduate level public higher vocational normal student education, which is the female public higher vocational normal

university undergraduate education, which is still in the category of disciplinary vocational education in essence, it will preschool education related majors The target type of undergraduate talent training is positioned as "high-quality application-oriented" talents, which are not only very scientific in definition but also reasonable in nature. However, in order to effectively avoid the contradictory problems of the unclear definition of the types of training objectives that can be brought about by "high quality", we must proceed and solve them from two perspectives. First, various types of high-quality target training types should be specifically considered in the formulation of target types, such as schools to train elementary infant psychology specialized teachers, senior infant professional nutritionists, and preschool education majors' senses of preschool education. Specialized teachers, etc., make more targeted formulation and training based on the different training characteristics and needs of each type of training position, so that the high-quality talents trained by the school more meet the specific training requirements of secondary vocational preschool education positions . Second, refine the training content covered by the "high-quality" training goals. Since schools can make specific requirements for the types of training objectives and training standards by referring to specific documents, they can also formulate corresponding standards for specific training target types, but the two must correspond to each other, whether it is one-to-many or many-to-many To one.

#### 4.2 Students' Overall Evaluation and Analysis of the Curriculum

**Table 1.** Student satisfaction with the curriculum

Degree	Very satisfied	Satisfied	Basically satisfied	Dissatisfied
People	18	35	103	52
Percentage	8.65%	16.84%	49.52%	25.00%

It can be clearly seen from this statistical table 1 that it can be clearly seen that about 8.65% of the students who are very highly satisfied with the current setting of the undergraduate professional courses overall, and only 16.84% of the students are very satisfied. The comprehensive and practical proportions only reached 25.49%, accounting for 1/4 of the overall comprehensive proportion. The overwhelming majority of students have relatively low satisfaction with the actual overall situation of the preschool education curriculum content, while the comprehensive science and practicality of the professional curriculum content and the scientific rationality, relevance, and ordering of the professional curriculum structure are: The main influencing factors for determining and optimizing the structure and setting of professional courses. Due to the current professional curriculum setting, we must not only focus on the teaching of basic theories of preschool education as a whole, but also pay more attention to the cultivation of high-tech quality preschool education vocational and technical personnel with equal emphasis on training and practical professionals. Existing problems such as the comprehensiveness and practicality and the scientific rationality of the curriculum system and structure of preschool education majors need to be taken seriously. The curriculum of preschool education majors is based on quality, knowledge, and abilities. The integration of theoretical and practical courses will comprehensively decompose the comprehensive basic knowledge and professional skills that students should have in their majors. Construct core courses based on job vocational skills, organize specific teaching content with kindergarten teaching tasks, construct preschool education professional knowledge and skills training courses that meet the needs of kindergarten occupations, and set specific courses in the curriculum setting module with the above modules for occupation The ability requirements correspond to each other and are reflected in the connection process.

#### 5. Conclusion

Preschool education, as an important part of basic education, has received more and more attention and attention from the state, society and universities in the deepening and reform. And the talent training of male public-funded normal students with special characteristics related to

preschool education has also shifted from the original emphasis on theoretical and practical scientific research to the original emphasis on theoretical and practical scientific research and preschool education and practical professional talent training to better adapt to and effectively meet modern society Demand. Based on this, it is possible to explore on the basis of the research on the paradigm of preschool education training and the establishment of preschool education-related professional characteristics and the establishment of a male preschool education publicly-funded normal student talent management model. The countermeasures and suggestions for effectively improving the quality of talent training and teaching in preschool education-related majors and effectively improving the construction of a talent management model for preschool education are the research focus of this article, including clarifying talent training goals and optimizing curriculum settings;

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