

Higher Vocational Training Path of Teachers in the Early Education of Preschool Education

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Abstract: From the perspective of the market, preschool education needs a large number of high-quality professional talents. Higher vocational colleges should do a good job in preschool education, and meet the urgent needs of the market, society and education through the construction of teachers. Based on the analysis of the important value of preschool education, this study considers the problems of teachers in the process of preschool education in higher vocational colleges, and provides measures for preschool education to carry out dual teacher training, optimize the structure of teachers, strengthen teacher training, and provide resources for the development of teachers, hoping to develop the quality and ability of preschool education teachers And improve the construction quality. The purpose of this paper is to explore the research of the higher vocational training path of teachers, so as to think about the influence of preschool education on teachers and its influence on the direction of education. In this paper, we will use the research method of specific analysis to compare the data and come to a conclusion. The research results of this paper show that preschool education is a practical and social major, which is an important professional type in the system of higher vocational education. Under the background of economic and social development, it constantly excavates the important value of preschool education, and puts forward higher training and education objectives for preschool education.

1. Introduction

Preschool education is an important education in the basic stage of life development, and the key to the development of preschool education is to train excellent preschool teachers. How to set the goal of preschool education professional development is closely related to the key issues of training what kind of teachers in normal colleges and other vocational colleges at all levels [1-3]. However, there are obvious similarities in the goal setting of preschool education in all schools in China, mainly as follows: fuzzy goal positioning, low accuracy specification positioning, unclear future direction. When formulating the training objectives, each college should adhere to the combination of the basic objectives and the gradient objectives, and determine the specifications, quality requirements and the direction of graduation and employment in the future, so as to substantially promote the development of China's education and improve the quality of preschool teachers [4-5].

The Ministry of education of the people's Republic of China and the National Committee of the people's Republic of China jointly issued the outline and circular, and put forward some opinions on the current development of preschool education. Later, the Ministry of Education issued the No. 1 document of kindergarten teachers' professional standards (Trial), and positioned preschool education as a key development position at the fifth national education working conference in 2010 [6]. In April 2017, the Ministry of education and other four departments put forward a series of measures on the implementation of the third phase of preschool education action plan, which set new requirements for the development of preschool education in China and pointed out the direction for the development of preschool education in China, that is, preschool education should not only increase the number and scale, but also focus on improving the quality and take the

connotative development mode instead of walking Superficial development path. To achieve this connotative development, the key lies in the systematic project of pre service preschool teacher training [7-8]. The key of pre service preschool teachers' training lies in the good orientation of pre service preschool teachers' training objectives, so that pre service preschool teachers' training activities can be carried out orderly and efficiently around the objectives [9]. Based on this, the training of pre service preschool teachers has become a hot issue, and the training goal of pre service preschool teachers has become a key link in the training of pre service preschool teachers [10-12]. However, due to the misunderstanding of the objectives of preschool education teachers' training due to different interpretations, only by clarifying the relevant issues can we clarify the strategies and paths of preschool education teachers' training.

With the continuous improvement of China's comprehensive national strength and closer exchanges with the world, the East and the West are in a collision and blending situation in the fields of ideology and culture, social economy and other fields, so the Chinese people's ideas have also changed a lot [13]. However, it has the greatest impact on contemporary college students, with both advantages and disadvantages. As the main force of "curriculum ideological and political", college teachers need to spend more time and energy to improve the ideological and political level of students and promote the balanced development of students in all aspects. Therefore, teachers in higher vocational colleges should make continuous efforts to innovate teaching methods and implement the ideological and political concept of courses, so as to overcome the problems existing in the current ideological and political teaching in higher vocational colleges, and make higher vocational students become excellent talents that can be used by the society [14-15].

2. Method

2.1 Core Concepts

2.1.1 Preschool Education

Preschool education is an opportunity for parents and preschool teachers to use various methods to stimulate children's brain in a systematic and planned way, so that all parts of children's brain can get perfect development from childhood. Preschool education is one of the important contents of preschool education and a part of the scientific system of preschool education. The initial stage of the development of life intelligence is also the most basic stage. It is the children's stage, which is also the fastest growing stage. Appropriate and scientific pre-school education can have an important positive impact on children's intelligence and future development. The formation and development of children with high intelligence are all related to the correct preschool education, especially the education of intelligence cultivation. Training in many aspects is an important feature of preschool intellectual education. At the same time, the mental health development of preschool children should not be ignored. The mental development of children in this age group is very immature, there is no correct judgment ability and standard, so parents and preschool teachers are needed to guide them correctly. Now a large number of children are only children with strong self-awareness, do not know how to care about others, do not know how to share life with others, therefore, as parents and preschool teachers, we should actively guide children to learn to care about others, learn to share, and be willing to share.

2.1.2 Double Division

As one of the characteristics of the construction of teachers' team in higher vocational education, double teacher has a profound influence in the minds of the educational community and the majority of students' parents, and its team construction has been vigorously advocated by the state. At present, there are different views on the definition and skills of dual teacher in society and education. One of the views is that the double teacher type is "double professional title type", that is, in addition to the basic professional title of teachers, teachers need to obtain another professional title; the second view is "double quality type", that is, two major qualities: teachers should have the quality of theoretical teaching and practical teaching. These two qualities are generally accepted by

the teaching community In addition, some educators put forward other definitions. First, the theory of double evidence. In addition to obtaining the qualification of teachers and engaging in vocational education and teaching, teachers also have certificates of other technical positions such as technologists. Second, the theory of dual ability. Be able to guide students in theory and Practice on the right way to learn. Third, the theory of dual fusion. Education and ability coexist. While supporting teachers to hold dual certificates, they also emphasize teachers to master dual abilities. These concepts represent a more rational comprehensive explanation. Although there are different arguments in the academic circles, they only stay on the literal explanation.

2.2 Research Methods

Based on the cooperation between schools and enterprises, professional colleges and enterprises set up a joint training platform for Industry and enterprise teachers under the principle of mutual benefit, so as to cultivate and improve the professional ability of teachers. To mobilize the enthusiasm of enterprises to participate in the cooperation, the two sides jointly set up a steering committee on the cooperation teaching. The dean and the professional director of the professional college, together with the leaders of the enterprise, the director of the teaching and research office and the representatives of the teaching and research group, serve as the committee members to cooperate in the teaching and research work and form an excellent team of teachers. These members need to have both the theory of preschool education and practical experience With hands-on ability, it can effectively carry out curriculum development and research under the guidance of theory, and improve the quality of kindergarten while guiding the construction of preschool education major. As an important form of pre-school teachers' team construction, the cultivation of "double teacher" teachers is closely related to the quality of talent cultivation. The cooperation between college and kindergarten is not only an important way to improve the practical ability of preschool education teachers, but also the key to their professional growth.

3. Experiment

3.1 Experimental Data Source

In this study, 120 teachers and students of preschool education major were randomly selected for investigation. These teachers and students come from different schools, different majors and different levels of schools. The selection of these research objects is mainly based on education development level factors, hobbies, family education factors and economic factors. The comprehensive consideration of these factors is conducive to the representativeness and typicality of the experimental data.

3.2 Experiment Implementation

In order to pursue the accuracy and goal of the research goal, a variety of experimental methods are adopted. The first is the literature analysis method, which uses many library resources and advanced computer networks to consult the relevant literature and materials related to preschool education teacher training, including relevant policies, laws and regulations, the written materials of the pre-school education seminar held, the long-term statistics of the development of education, the comparative literature of the development history of Chinese and foreign pre-school education, and the exploration and development history of teacher training Shi et al. Try to get more materials related to the improvement of preschool teachers' training level, so as to study problems from a broader perspective. The second is the interview method. The interviewees of this study include: leaders at all levels of kindergarten normal college, professional teachers' representatives of kindergarten normal school, students of kindergarten normal school, leaders of teachers' Department of Local Education Bureau, teaching and research personnel, department heads of preschool education major of Normal University, etc. through the interview, we can get the curriculum, enrollment, employment, development scale and development objectives before and after the school level of kindergarten normal school is improved The first-hand materials such as standards are

expected to reflect more comprehensively the current situation and development trend of the upgrading of preschool teachers' training level. The third is the comparative method, which has been used many times in the research process, including the comparison of the basic academic level of preschool teachers between China and foreign countries: the comparison of the school running subject, management mechanism, development scale and development goal of preschool education and compulsory education, the comparison of the development of general and preschool education, the conditions and development of the improvement of the level of primary education teachers' training and preschool education teachers' training Through the analysis and comparison of various aspects, the shortcomings of the development of China's preschool education are revealed, and the characteristics and laws of the promotion of preschool education teachers' training level are revealed.

4. Discussion

4.1 Data Visualization

In the questionnaire survey, a total of 120 questionnaires were sent out and 100 questionnaires were recovered, of which 90 were valid questionnaires with an effective recovery rate of 90%. The experimental results were valid. The basic information of the respondents is shown in Table 1.

Table1. Opinions of different interviewees on the training path

Teacher	Existing Problems	Teachers Should Improve	Training System Needs to be Improved	Value Enhancement
	35%	69%	47%	58%
Student	Existing Problems	Teachers Should Improve	Training System Needs to be Improved	Value Enhancement
	23%	63%	15%	56%

4.2 Analysis and Discussion

In the questionnaire, it not only involves the current problems of teacher training, but also includes suggestions for the future. We should improve the introduction and training mechanism of double teachers. First of all, in the goal orientation of preschool education in undergraduate colleges and universities, we should strengthen the introduction of talents, not only focus on scores and academic qualifications, but also select outstanding graduates from colleges and universities, assess the mastery of their teaching ability, focus on the assessment of teachers' practical work experience, and give priority to those with practical teaching experience or outstanding teaching management. The second is to establish a comprehensive evaluation mechanism and assessment system for dual teachers, pay attention to the regular assessment of teachers' practical ability, encourage the application-oriented undergraduate colleges to closely integrate with the school's basic positioning, establish a scientific talent training evaluation mechanism and incentive mechanism, encourage teachers to transform towards dual teachers, and make a virtuous cycle of Dual Teachers' training and development. The third is to train the double teacher teachers in Higher Vocational Colleges by strengthening the cooperation between schools and enterprises, to encourage the teachers in Higher Vocational Colleges to consciously participate in the cooperation between schools and enterprises, and to improve their quality of double teachers. To enhance the enthusiasm of teachers in Higher Vocational Colleges to participate in campus and enterprise practice, to establish a mechanism to encourage double teacher teachers, to reform the existing recruitment criteria, to give priority to the evaluation and engagement of practical teachers, to improve the system construction of teachers' in-depth enterprise practice, to solve the worries of teachers' regular or long-term access to enterprise practice, to build a professional title evaluation system in line with the characteristics of higher vocational education, and to serve the society The ability of service, technology application and practical research should be taken as the important assessment content of professional title evaluation; a more suitable work assessment system should be formulated, and the in-depth practice

participation, professional ability improvement, practical teaching level improvement and social service ability development should be taken as the important content of teachers' daily assessment.

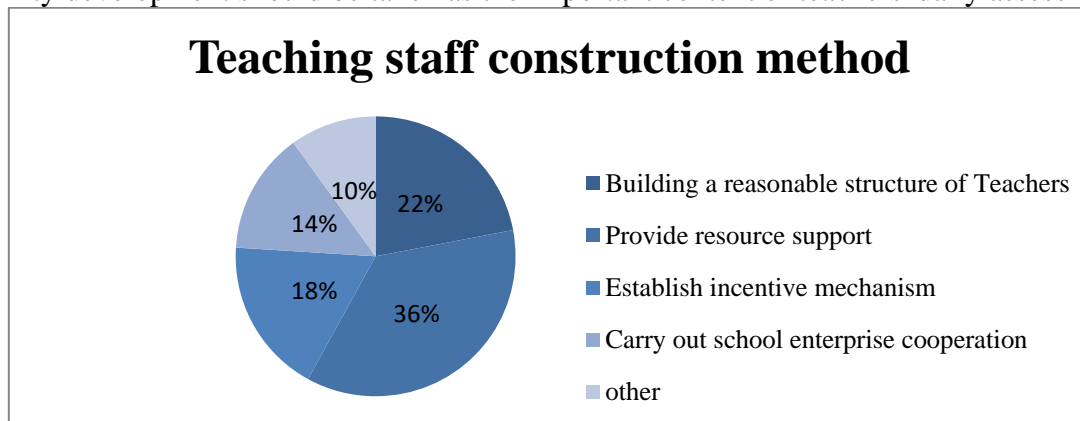


Figure1. The method of the construction of the Faculty

5. Conclusion

To improve the training path of teachers, we should not only attach importance to the development of teachers, but also a harmonious relationship between teachers and students can make the teaching work more effective with less effort. Therefore, in addition to paying attention to the students' learning situation and giving them professional guidance in their study and life, teachers should also care about the students' living conditions and emotional conditions. Teachers should use the relevant knowledge of Ideological and political education to help students solve the problems encountered in their daily life. As time goes by, students will have a sense of dependence on teachers. They will not be bored with the teaching work carried out by teachers, but will study the ideological and political content taught by teachers more seriously. Higher vocational teachers should use more incentive language to evaluate, no one will not like to hear the words of encouragement, especially for higher vocational students. In the process of teaching, teachers can improve students' interest and sense of responsibility in preschool education through appropriate motivational language, such as "this idea is very good" and "the progress is very fast".

In a multi-cultural society, students majoring in preschool education should not only improve their professional ability of preschool education, but also pay attention to the improvement of their own ability. In addition to the professional courses of preschool education, most students have the same goal, hoping to improve their foreign language ability, or enhance their artistic ability, and learn the basic skills related to computer information technology.

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