

Reflection and Practice on Talent Training of Preschool Education Specialty in Higher Vocational Colleges

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Abstract: The report about the 19th National Congress of the Communist Party of China proposed a new progress in improving people's livelihood, including ensuring universal access to childcare. To realize the goal, qualified kindergarten teachers must be trained and provided for preschool education. The major preschool education in higher vocational colleges undertakes the important task of training kindergarten teachers, meanwhile there are some problems and weaknesses in the process of talent training. Based on the background of developing vocational undergraduate education and implementing the "double high Plan", it is necessary for us to clarify the reasons and study the solutions from the aspects of professional position, enrollment reform, training plan revision and collaborative education. We will improve the quality of training professionals in preschool education to support the high-quality development of preschool education.

Keywords: Licence professional; Pedagogical education; Preschool education; Talent cultivation; Reflective practice

1. Introduction

According to the Introduction of Higher Vocational College Majors published by the Ministry of Education, the preschool education major in higher vocational colleges belongs to the major of education and physical education, which is the same as the major of early education and primary education. Its basic schooling period is 3 years, and mainly to train preschool teachers to engage in teaching and management. According to statistics, there are 864 higher vocational colleges offering the major of preschool education, 43 more than in 2020, distributed in 31 provinces, municipalities and autonomous regions. By August 2020, there were 469,868 students majoring in preschool education in higher vocational colleges. It can be seen that the preschool education major is one of the important higher vocational majors with a large number of distribution points and a large school scale. In December 2021, the Ministry of Education issued the "14th Five-Year Plan of Action for the Development and Improvement of Preschool Education", which made arrangements for the development of preschool education in the next five years and stressed the need to improve the quality of kindergarten teacher training. The specific measures are: deepen the reform of preschool education major, improve the cultivation program, strengthen the development of preschool children and the foundation of education specialty, pay attention to the cultivation of students' practical ability to observe and understand children and support children's development; Special education courses should be added to pre-school education majoring in higher education, and improve the integrated education ability of normal university students¹. Therefore, it is of positive significance for the high-quality development of preschool education to standard the requirements of the Ministry of Education, to comprehensively consider the status quo of preschool education in higher vocational colleges, especially to scientifically analyze the practical problems in professional talent training, and to clarify the gap between training and talent needs.

¹The Ministry of Education and nine other departments. (2021) Notice on the Issuance of the 14th Five-Year Plan Action Plan for the Development and Improvement of Preschool Education and the 14th Five-Year Plan Action Plan for the Development and Improvement of County High Schools, http://www.moe.gov.cn/srcsite/A06/s7053/202112/t20211216_587718.html

2. Existing Problems in the Professional Talent Training of Preschool Education in Higher Vocational Colleges

2.1. *The modality of the entrance examination is complex and the quality of students is uneven*

In the general college entrance examination enrollment, students participate in the national entrance examination of ordinary colleges and universities, fill out application of higher vocational colleges batch, and get the admission qualification when reaching the minimum control line of the admission score of the school that year. So the quality of these students is polarized. Candidates have strong filling expectations, high enrollment plan completion rate, high admission scores and good enrollment quality in national dual colleges and universities (including dual high professional groups), demonstration schools, backbone schools and quality schools four types of colleges and universities. While in prefecture-level colleges, non-normal colleges and universities not in the above four categories, candidates' enthusiasm for filling in the application is not high, the completion rate of professional enrollment plan is low, the admission score is low, and the quality of students is weak. In addition, the admission scores of normal colleges and universities are also higher, and the quality of students is better.

And in vocational education college entrance examination enrollment, each province organizes a separate entrance examination for higher vocational colleges in each spring, of which there are many kinds. Taking S Province in western China as an example, there are separate examinations for demonstration higher vocational colleges, comprehensive evaluation enrollment for higher vocational colleges of other colleges, matching single enrollment and independent enrollment. Due to the influence of factors such as the score line independently determined by each school and the great pressure to complete the enrollment plan, the student quality of the 15 national and provincial demonstration or backbone colleges and universities in the single examination is higher than that of the comprehensive evaluation and the matching single examination and other types.

Then in the expansion of higher vocational enrollment, the target of the expansion of higher vocational enrollment is mainly the graduates of ordinary high schools and secondary vocational schools including technical secondary schools, technical schools and vocational high schools or those with the same education level who have the local household registration or have worked in the province for at least 6 months providing the work contract. With the different enrollment target, the examination method is flexible, and it can adopt "cultural quality + vocational skills" or "cultural quality + vocational skills" examination method. No matter what kind of examination form and what kind of examination object, colleges can be chosen to arrange the preschool education major enrollment plan that year. Under the situation of continuous fierce competition for students, preschool education has become a major that candidates have strong willingness to choose, with a high completion rate of plans and colleges are willing to recruit more. Therefore, the quality of students is uneven, many candidates with weak cultural quality, low theoretical level, low level of thinking and weak comprehensive literacy, overall reduce the quality of preschool education professional enrollment, increase the difficulty of preschool education teachers training, and restrain the stability and improvement of training quality.

Given that there are many types of higher vocational examinations, it is difficult to unify the data standards for horizontal comparison between different types. Taking the survey and collection of 5 colleges in S province as an example, the enrollment of 2021 shows that students have high recognition of national and provincial project construction colleges, which is reflected in the number of enrollment. Y School, as a construction institution of high-level professional group of preschool education under the "Double-high Plan", has a total enrollment of 865 students, 339 more than the provincial demonstration Q School and 671 more than the non-demonstration, non-backbone and non-double-high A school. As reflected in the admission score, the minimum admission score of literature and history of preschool education major of Y School under the "Double High Plan" is 390, which is higher than the provincial control line of 240. The minimum score for science and technology is 310, which is higher than 160 for provincial control line. The minimum admission scores for Y School were 218 and 107, respectively, higher than those for A school. Therefore, different colleges, different types of students vary greatly. Colleges and universities supported by national and provincial projects such as demonstration schools, high-quality schools and dual universities have high social recognition, high student quality, especially high student quality of college entrance examination, good training foundation and high starting point. On the contrary, the colleges and universities that have not implemented the relevant programs of the province are more difficult to cultivate due to the low social recognition and weak student quality.

2.2. The Standard of the Cultivation Program is Not Clear and the Content of the Program is Complicated

Higher vocational preschool education has the characteristics of both vocational education and normal education, which requires the revision of the professional personnel training program to benchmark not only the national standard system of vocational education, but also the national standard system of teacher education and preschool education, otherwise it will affect the science and rationality of the program. According to the survey, there are mainly three kinds of professional talent training programs for preschool education in higher vocational colleges: 1)The main body of the cultivation program. Generally, it adopts the way of joint education between kindergartens and schools, which reflects the model of co-education between kindergartens and schools, highlighting the important role of pre-service education of kindergarten teachers. There are also joint ways of kindergartens, schools and enterprises, that is, enterprises involved in the field of infant care and education. 2)Level of cultivation program. In addition to the three-year junior college level, there is a five-year system of higher vocational level, reflecting the through training in middle and higher vocational schools. With the development of vocational undergraduate education, there are some training programs for the undergraduate level of vocational education, such as the long school system and the upgrading of basic education. 3)The normalization of the cultivation program. The program is relatively complete, mainly based on the Guiding Opinions of the Ministry of Education on the formulation and implementation of Professional Talent Training Programs in Vocational Colleges, including major name and code, entrance requirements, length of study, career orientation, training objectives and training specifications, curriculum, teaching arrangement, overall arrangement of teaching process, implementation guarantee, graduation requirements and other contents. And attached is the teaching process schedule.

In the survey, the preschool education professional talent training programs of 3 higher vocational colleges were selected and the text was analyzed and compared. The main problems are as follows: 1)The standard implementation aspect. In the process of making and revising the talent training program, more colleges and universities have considered the standards of vocational teaching, professional introduction and catalogue, and construction of practical training conditions, but have not considered the particularity of vocational preschool education as a teacher education major. There is a large gap in the professional standards of kindergarten teachers, curriculum standards of teacher education, professional certification of preschool education and other standards. 2)Training objectives. Compared with the text of training objectives of several colleges and universities, there are mostly descriptions of vocational and technical education discourse systems such as "the spirit of craftsmanship for excellence", "the integration of talent and personality", "technical talents" and "school-enterprise cooperation", while there are few references to the "four guides", "four good teachers" and "four unified" of teacher education. It shows that colleges and universities are not clear about the requirements of the Party and the state on teacher education and what kind of teachers to train. 3)Specification of culture. In the text of the training programs of several universities investigated, the relevant training specifications basically follow the principle of "clarifying the requirements of students' knowledge, ability and quality and ensuring the training specifications" in the Guiding Opinions of the Ministry of Education on the formulation and implementation of the training programs for professional talents in vocational colleges. It is expressed as quality requirements, knowledge requirements, ability requirements of three levels, but on the whole quality requirements for teachers' ethics requirements involved little, quality and knowledge training requirements and other higher vocational specialties more common than personality, universality than difference, and the expression of the ability requirements overall is more sufficient.

2.3. The Curriculum Cannot Fully Support the Achievement of Training Objectives, and the Curriculum is Diversified

Teacher education curriculum plays an important role in the training of teachers in primary and secondary schools and kindergartens, and is a key link to improve the quality of teacher education. The Opinions of the Ministry of Education on Vigorously Promoting the Reform of Teacher Education Curriculum put forward 10 requirements and measures for the reform of teacher education curriculum, such as innovating the concept of teacher education curriculum, optimizing the structure of teacher education curriculum, reforming the teaching content of teacher education curriculum and developing high-quality curriculum resources². However, from the perspective of the "Ten Requirements" of the Ministry of Education and the relevant standards and norms, and combined with the data obtained from

² Ministry of Education. (2011) *Opinions on Vigorously Promoting Curriculum Reform of Teacher Education*, http://www.moe.gov.cn/srcsite/A10/s6991/201110/t20111008_145604.html

the survey, the current curriculum setting of preschool education at the higher vocational level has the following situations: 1) The influence of secondary vocational curriculum. According to the investigation, due to the limitations of teachers and practical conditions, as well as the fact that the history of higher vocational colleges of keeping a school of secondary vocational school is several times longer than that of secondary vocational school, it has been influenced by secondary vocational school for a long time, so the program of secondary vocational school is basically copied in the curriculum setting. 2) The influence of undergraduate curriculum. Some higher vocational colleges do not pay attention to the differences between undergraduate talent training and education, and do not fully consider the school conditions, so the core curriculum of the major is disjointed from reality, and the curriculum is based on pedagogy, psychology, subject-based teaching and other normal education "old three". 3) The influence of other higher vocational courses. A higher vocational college may offer multiple majors, thus forming its curriculum ecological system. There are many influences between majors and courses. According to the survey, the reform of preschool education personnel training mode in some comprehensive colleges and universities often takes other engineering majors held by the school as the reference frame. For this purpose, the curriculum is set to the dual system and modern apprenticeship, etc., and factories, craftsmen and workshops are full of industrialization and productive atmosphere.

In 2008, the expert group of Teacher Education Curriculum Standards conducted a survey on the status of teacher education curriculum. Peijun Guan, Binglin Zhong, Qiquan Zhong and other experts and scholars in the teacher education curriculum problems and in the monograph papers also have referential research [1]. More than a decade later, the problems in the research at that time have been shown to varying degrees: 1) Credit hours setting. In some higher vocational colleges, the teacher education course is far below the minimum requirement of 60 credits, while in some colleges, the credit proportion of public basic courses is higher than that of professional core courses. 2) Course module setting. The learning area of the curriculum is not clear, and the modular design is insufficient. Some courses, such as Kindergarten Organization and Management, Kindergarten Class Management and Family and Community Education, which support the field of "Kindergarten, Family and society", are lacking. In the field of "children's activities and guidance", such as "Care and education for infants aged 0-3", "Kindergarten education evaluation", "Education diagnosis and guidance for children's mental health" and other courses are missing. 3) Course structure Setting. It shows the courses of skill cultivation are paid more attention than the courses of teacher education. The teachers' language skills, music skills, dance skills, art skills and modern educational technology application courses proportion which can support the field of "professional ethics and professional development" are much higher than those in the field of "child development and learning", "Foundation of early childhood education", "kindergarten and family, society" and so on. 4) Practice link setting. The disconnection between theory and practice in the course of teaching, the practical course is weak. The internship and study are not paid enough attention to, and the internship is called "in-post internship". The arrangement time varies from nearly 4 months to 1 year. During the practice process, the implementation of the "double tutor" system is not good enough, and there is a shortage of trainee teachers in colleges and universities and relies much on the kindergarten teachers..

2.4. The Construction of Teaching Staff Can not Fully Meet the Needs of Talent Training, the Quantity and Quality Need to be Optimized

In order to achieve the goal of professional talent training in higher vocational preschool education, the first thing is that the construction of the teaching staff must meet the requirements of professional talent training. The Measures for the Certification of Normal Professional in Colleges and Universities put forward the implementation of three-level monitoring certification for normal professional. The first level is the monitoring of the basic requirements for running a normal professional; the second level is the certification of the qualified standards for normal professional teaching quality; the third level is the certification of the excellent standards for normal professional teaching quality. According to the three levels of certification indicators, combined with the investigation, the main problems existing in the construction of professional teachers for preschool education in higher vocational colleges are as follows: 1) Insufficient number of teachers. In some schools, preschool education has become the main major in enrollment, which often involves hundreds of students, far higher than the number of students in some engineering majors with a few or dozens number of students enrolled. However, there is a shortage of full-time teachers, and the student-teacher ratio is well below the 18:1 standard for professional certification level I. Although, some schools with the student-teacher ratio reaching or approaching the standard are not highly recognized by the society. As students are reluctant to apply for the exam, the ratio is up to the standard. Colleges with substandard student-teacher ratio are due to high social recognition, strong willingness to apply for the exam, and a large number of admissions, thus dragging down the

student-teacher ratio. The analysis shows that the higher the deviation is, the positive variables are school-running strength, social recognition and examinee examination. In addition, in terms of the employment of kindergarten teachers, compared with the relatively flexible working time arrangement of enterprises, the working time of kindergarten teachers overlaps with the teaching time of schools, so they have no time to accept the employment of schools to undertake teaching work. Therefore, the shortage of teachers is not only the full-time teachers, but also the part-time kindergarten teachers, which affects the teaching of professional core courses, the integration of science and practice teaching organization and the implementation of the integration of kindergarten and school education. 2) The quality of teachers is not good. The number of teachers with doctoral degrees is relatively small, and a considerable number of teachers choose to go to Thailand, the Philippines, Malaysia and other countries to obtain doctoral degrees. However, the prevention and control situation of the novel coronavirus pneumonia epidemic is severe, which mainly focuses on online teaching. In addition, the entrance threshold and graduation requirements are not high, so the teaching level and research ability of teachers have not been significantly improved. There are few teachers with normal education background, and there are not enough teachers with bachelor, master's degree or doctoral degree consistency. The paths to obtain master's degree include on-the-job study for master's degree by university teachers, professional master's degree, academic master's degree, postgraduate courses, etc., and the overall lack of systematic academic experience and growth. In the surveyed colleges and universities, the title of teachers in preschool education shows a pyramidal structure, that is, the teachers with senior title are the least, followed by the teachers with intermediate title, and the number of junior teachers is the most. Compared with the teachers in equipment manufacturing, agriculture, forestry, husbandry and fishery, electronic information and other major categories, the "spire" of preschool education is sharper. The proportion of teachers with senior titles is lower, due to the short duration of the program, more newly introduced teachers, so the "base" is wider, and the junior professional title teachers account for the highest proportion. Such pyramidal title structure results in serious internal of teachers in the promotion of professional and technical positions, and the lack of comparative advantages in competition with other majors. 3) Structural contradiction of teachers. In terms of composition of full-time and part-time jobs: most of the part-time teachers hired from kindergartens are mainly special lectures and tutoring reports, and the proportion of part-time teachers in teacher education courses is far lower than the requirement of 20%. In terms of teaching courses, there are "three more and three less", that is, more professional basic courses and less professional core courses. Teaching "professional ethics and professional development" module is more, teaching "kindergarten and family, society" module less. Teaching more theoretical courses, teaching practical courses is less. According to the clear curriculum of "Teacher Education Curriculum Standards", there is a general lack of teachers teaching courses in all colleges and universities, such as "early childhood cognition and learning", "Development and learning of special children", "Educational diagnosis and Guidance of early childhood Mental health", "Family and community education" and "Methods and Practice of teacher-child interaction".

3. Strategies to Improve the Quality of Higher Vocational Preschool Education

3.1. Highlight the Attributes of Normal Education

In the field of vocational education, the first attribute of higher vocational preschool education major is normal education. This is because normal education is a special vocational education, significantly different from other vocational education. The main task of normal education is to train skilled talents who are competent for the teacher profession, but the teacher profession is different from other social occupations and has its own particularity, which determines the obvious difference between normal education as a training prospective teacher and other vocational education [2]. Normal education is the vocational education to train teachers, and higher vocational preschool education belongs to the normal major, which is a special major in higher vocational education. Therefore, higher vocational preschool education must first strengthen its teacher-oriented, and normal colleges must unswervingly adhere to the teacher-oriented, which is the advantages, characteristics and foundation of normal colleges. This point is also an important premise of the professional enrollment system, personnel training model, curriculum framework system, teacher team construction and other supporting reforms. Based on this, the personnel training of preschool education in higher vocational schools should conform to the provisions of the national vocational education teaching standard system, such as the Catalogue and Introduction of Preschool Education Majors in Colleges and Universities, the Guiding Opinions of the Ministry of Education on the Formulation and Implementation of Professional Personnel Training Programs in vocational Colleges, and the Construction Standards of Practical Training Teaching Conditions for Preschool Education Majors in Higher Vocational Schools requirements. At the same time,

it must follow the standard system of normal education, such as Curriculum Standards for Teacher Education (Trial), Professional Standards for Teachers of Preschool/Primary/Secondary Schools (Trial), Measures for the Implementation of the Certification of Normal Majors in Colleges and Universities (Interim), Standards for the Professional Ability of Teachers of Normal University Students of Preschool Education (Trial), and Opinions of the Ministry of Education on Strengthening the Education Practice of Normal University Students. The talent training work of preschool education for higher vocational college undergraduates should also be according to the National Standards of Teaching Quality for Undergraduate Majors in regular Colleges and Universities (2018 Edition) and the Ministry of Education on Accelerating the Construction of high-level Undergraduate education Opinions on Comprehensively Improving the Ability of Personnel Training, Catalogue of Vocational Education Majors (2021), and Management Measures for Setting up and Managing Undergraduate Vocational Education Majors (Trial), etc., so as to make the personnel training work have rules to follow.

3.2. The Reform of the Entrance Examination Methods

The work content of the teaching profession is "educating people", and the target of the work is "educated". Specific to the pre-school education major, the work content of pre-school education teachers is childcare education, and the work object is 3-6 years old children. Under the background of deepening the reform of the enrollment system of higher vocational education, considering the particularity of normal education, the reform of the enrollment method of preschool education should be combined with the specialty characteristics. In 2018, the Action Plan for the Revitalization of Teacher Education (2018-2022) proposed the implementation of the "Action to improve the quality of normal university students", requiring "various ways to attract high-quality students to apply for normal major". Then, how to attract "high-quality students" to choose preschool education and other normal majors through the reform and optimization of enrollment methods? The Ministry of Education requires that "secondary selection should be strengthened after admission, interview and examination should be encouraged to investigate students' comprehensive quality and teaching potential, and excellent students who are happy, competent and good at teaching should be enrolled in the normal major". Zhejiang, Jiangsu and other places have also carried out in practice. Zhejiang Teacher Education Plan (2019-2022) : Deepen the trinity enrollment reform of normal major, encourage multiple ways to examine students' comprehensive quality and teaching potential, and select outstanding high school graduates who are happy and suitable for teaching to study in normal major. In principle, preschool education and primary education majors adopt the trinity way of enrollment, and normal majors facing middle schools are encouraged to gradually take the trinity way of enrollment as the main channel³. Jiangsu Teacher Education Innovation Action Plan (2018-2022): Reform the enrollment method, implement early batch enrollment of normal majors, increase the second selection after enrollment and encourage the establishment of an interview process to examine students' comprehensive quality and teaching potential⁴. At present, many provinces in China carry out classified examination for enrollment of higher vocational colleges. Taking Shaanxi as an example, the classified examination for higher vocational colleges conducted in the spring of 2022 in this province includes comprehensive evaluation for enrollment of higher vocational colleges and separate examination for demonstration higher vocational colleges. The evaluation method of "cultural quality + vocational skills" is adopted, and the score of vocational adaptability test accounts for no less than 50%. The purpose of the vocational adaptability test is to discriminate the candidates' occupational orientation, guide them to choose a reasonable major and develop according to their interests and specialties. Since then, higher vocational colleges in the enrollment implementation process, the vocational adaptability test authorized each secondary school department. Under the premise of complying with the enrollment regulations, the department conducts a relatively comprehensive examination of students' comprehensive quality and teaching potential by means of question-answering and presentation in combination with the characteristics of preschool education, so as to preliminary select high-qualified students who are happy to teach, suitable to teach and good to teach, and ensure that the training starting point of preschool education in higher vocational colleges is higher than that of other majors.

3.3. Formulate Personnel Training Programs

The professional personnel training program is a normative document to implement the general requirements of the Party and the state on the training of technical and skilled personnel, organize and

³Zhejiang Provincial Department of Education, Zhejiang Provincial Department of Finance. (2019) Notice on the Issuance of Zhejiang Teacher Education Climbing Plan (2019-2022).

⁴Jiangsu Provincial Department of Education. (2018) Notice on the Issuance of Jiangsu Provincial Teacher Education Innovation Action Plan (2018-2022).

carry out teaching activities and arrange teaching tasks, and is the basis for the implementation of professional personnel training and quality evaluation. To formulate a scientific and reasonable training program for preschool education professionals, there are two key aspects. The first is the reform of professional personnel training mode. At present, the comprehensive education of post, course and certificate has become a prominent feature of the reform of the talent training mode of preschool education in some colleges and universities. Based on the internal logic of "class is the core, post is the basis, certificate is the recognition, competition is the carrier, the post determines the course, the certificate determines the standard, competition promotes learning", the construction of preschool education professional talent training system integrates post, course, competition and certificate. The second is the reform of professional curriculum. The 14th Five-Year Plan of Action for the Development and Improvement of Preschool Education issued by the Ministry of Education and nine other departments aims at the shortcomings in the talent training of preschool education professionals. It proposes to deepen the reform of preschool education specialties, improve the training program, strengthen the development of preschool children and the foundation of education specialties, and pay attention to the cultivation of students' practical ability to observe and understand children and support their development. It has clarified the key points for the curriculum reform of preschool education. The basic thing is to implement several standards: Implement the Standards for Professional Certification of Preschool Education, and the curriculum can support the completion of graduation requirements; The course structure reflects the combination of general education and professional education, and the reasonable setting of theory and practice, compulsory courses and electives; The curriculum content reflects the professional preschool education, and pay attention to the basic, scientific, comprehensive and practical; Curriculum implementation attaches importance to the basic role of classroom teaching. Implementation of the Professional Standards for Kindergarten Teachers (Trial), from 14 learning areas, according to 62 training requirements, improve the kindergarten teacher training program, scientific set curriculum for teacher education, reform education and teaching methods, and focus on improving professional philosophy and ethics, professional knowledge and professional ability, to ensure the quality of training. To implement the Curriculum Standards for Teacher Education (Trial), set up course modules and achieve credit requirements in 6 learning areas, including child development and learning, preschool education foundation, preschool activities and guidance, kindergarten and family society, professional ethics and professional development, and educational practice, aiming at the curriculum objectives with 9 goals and 38 requirements in 3 fields. Implement the Opinions of the Ministry of Education on Strengthening the Education Practice of Normal University Students, and build a comprehensive content system of teacher ethics experience, teaching practice, class management practice, teaching and research practice around the three educational practice modules of education probation, practice and study, so that the total amount of educational practice is not less than one semester.

3.4. Strengthen Coordinated Education between Kindergarten and Schools

The Opinions of the Ministry of Education on the Implementation of the Excellent Teacher Training Plan proposed to deepen the reform of teacher training mode and establish a new mechanism for colleges, local governments and kindergartens to cooperate in training. As the main front of professional talent training in preschool education and the experimental area of teaching reform, kindergartens must play their main role in educating people⁵. Explore and practice the long-term cooperation mechanism of "clear rights and responsibilities, complementary advantages and win-win cooperation". The kindergartens and schools will work together to determine training objectives, design curriculum system, develop curriculum resources, build teaching teams, build practice bases, carry out teaching research, and evaluate training quality, so as to form a community of integrated development between the kindergartens and schools, to break the barriers of training preschool education students in higher vocational colleges. The two sides should give full play to their advantages in education and form a joint force in education. Instead of emphasizing theory and classroom, we should focus on practice and reflection, emphasizing the integration of science and reality, and improve the interaction between kindergarten and school, teachers and students. Break the emphasizes on training mode of emphasizing pre-service, training, instead of post-service and training, and form a new concept of integrated pre-service and post-service training for kindergarten teachers based on lifelong learning. The kindergarten is taken as a pilot area for the teaching reform of preschool education, and the "four to one system" kindergarten teacher training mode is explored, that is, students majoring in preschool education study four days a week in school and one day a week in kindergarten practice, so as to realize the integration of knowledge and practice, the integration of science and practice, and strengthen practical reflection.

⁵Ministry of Education. (2014) *Opinions on the Implementation of the Excellent Teacher Training Program*.

3.5. Optimize the Conditions for Personnel Training

Teachers are the first priority in normal education. In the context of the "Double High Plan", the construction of high-level preschool education major, the first thing is to have a high-level teacher team. Benchmark the second-level certification standards for preschool education, continuously optimizing the structure of teachers. In quantitative aspects: The ratio of students-teachers should not be higher than 18:1, the proportion of teachers with master and doctor degrees should not be less than 30%, the proportion of teachers with senior professional titles should not be less than the average level of the school, and the proportion of front-line part-time teachers in kindergarten should not be less than 20% of teachers in teacher education courses; Quality and ability: teaching by example, student-oriented, learning-oriented, diligent in thinking, rigorous in learning, etc. Practical experience: at least 1 year of kindergarten education service experience, have certain teaching and research achievements, etc. Sustainable development: Formulating and implementing plans for the construction of teachers, etc. Give full play to the advantages of teachers of both sides, implement new mechanisms such as double tutorial system, collaborative teaching and research, two-way mutual recruitment and post exchange, and optimize the structure of teaching staff. We will implement the requirement of offering special education courses in preschool education majors, and set up a cross-professional teaching team in collaboration with medical education to support the teaching of special education courses. Emphasizing practice and practical training is the long board of higher vocational education. The Construction Standard of Practical Training Teaching Conditions for Preschool Education in higher vocational schools is an important standard for the construction of professional practical training conditions issued by the Ministry of Education. It is applicable to the construction of practical teaching places and equipment for preschool education in higher vocational schools, and it is the basic requirement of practical training teaching conditions to achieve the objectives and specifications of professional personnel training. In combination with the implementation of the talent training program for preschool education and the implementation of curriculum teaching, education information technology training room, early childhood care training room, vocal music teaching training room and other practical training places that meet the requirements of professional basic skills training, professional core skills training and professional expansion skills training should be built to carry out major practical training projects and support the teaching of main courses.

3.6. Develop Vocational Undergraduate Education

Article 51 of the Draft Preschool Education Law of the People's Republic of China (Draft for Comments) on teacher Training, published in 2020: it will support institutions of higher learning in establishing preschool education majors to raise the level and expand the scale of preschool education. In the questionnaire survey on the educational background of kindergarten teachers, 55% of principals hope that teachers have a bachelor's degree, 58% of parents hope that the main class teachers have a bachelor's degree, and the teachers with a bachelor's degree are better than the teachers with a junior college degree in children observation and evaluation, educational activity design and implementation, scientific research and innovation. But relevant statistics show that by 2020, 27.72% of kindergarten principals and full-time teachers will have a bachelor's degree, 57.73% will have a junior college degree and 12.89% will have graduated from high school. Therefore, the development of vocational undergraduate preschool education major has a huge realistic demand. Especially at present, under the background that the country actively promotes the reform of vocational undergraduate education, vocational undergraduate education is an irreplaceable and indispensable Chinese secret for vocational education to fully serve the national double cycle strategy, proactively cope with the aging population, relieve the pressure of family rearing, and provide powerful talents and skills support. The characteristics of the type of vocational education determine the comparative advantages of vocational undergraduate preschool education professional talent training from that of ordinary undergraduate preschool education. Therefore, we must base on the starting point of normal education. We should inherit the gene of vocational education and maintain the connotation characteristics formed by the exploration and development of higher vocational education. We will also explore a new path through reform and innovation, which is different from research-oriented and application-oriented undergraduate programs [3].

4. Conclusions

The preschool education major in higher vocational colleges undertakes the important task of training

qualified kindergarten teachers, serving the national strategy of children with education and supporting the high-quality development of preschool education. However, there are some difficulties and problems in the actual training of talents. Therefore, higher vocational colleges should strengthen the problem orientation. It should be focused on the not high quality of students, not scientific training program, not reasonable curriculum system. Therefore the construction of teachers must be strengthened, the preschool education specialty of normal education attributes highlighted, the enrollment method further reformed and adjusted, the professional talent training program optimized, the cooperation of kindergarten and school education strengthened, the conditions for personnel training improved. At the same time, we should seize the opportunity of national efforts to develop vocational undergraduate education, improve the specification and quality of professional personnel training, and train qualified kindergarten teachers for the society.

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