

The Path of Improving Vocational Literacy of Preschool Students in Colleges and Universities

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Abstract: The purpose of this paper is to explore the improvement path of vocational literacy of preschool education students in colleges and universities, and to discuss the corresponding solutions and improvement paths for the current problems of improving vocational literacy of preschool education students in colleges and universities. Firstly, this paper analyzes the concept and significance of vocational literacy of preschool education students, it points out the problems of current vocational literacy of preschool education students, including the disconnection between theoretical knowledge and practical skills, the lack of professional identity and the lack of professional responsibility. The paper also analyzes the problems of current vocational literacy of preschool education majors, including weak theoretical knowledge, insufficient practical experience, and unclear career cognition. Then, this paper proposes corresponding solutions, including strengthening theoretical education, enhancing practical teaching, and improving career cognition, in the light of the actual situation of preschool education majors. This paper proposes solutions to these problems, including strengthening the connection between theoretical education and practical teaching, focusing on the education of professional identity, and strengthening the education of professional ethics. Finally, it puts forward the paths to improve the vocational literacy of preschool education students in colleges and universities, including measures to establish a career-oriented education model, strengthen practical teaching, and carry out vocational literacy training. The article concludes with a summary of the importance and necessity of enhancing the vocational literacy of preschool education students, which can provide some reference and reference for relevant education and teaching workers.

Keywords: Preschool education, Professionalism, Pathways to enhancement

1. Introduction

With the development of China's economy and the improvement of people's living standard, preschool education is getting more and more attention, and more and more students are choosing preschool education majors. However, there are certain problems in the vocational literacy of preschool education students at present, which poses a challenge to the quality and ability of those who will work in preschool education in the future. Therefore, it is especially important to strengthen the cultivation and improvement of preschool education students' vocational literacy.

2. Problems in Improving the Professionalism of Preschool Education Students in Colleges and Universities

2.1. Lack of in-depth understanding of preschool education work

Preschool education major is a comprehensive discipline, which involves many aspects, such as child psychology, pedagogy, art, and so on. However, because many students lack in-depth knowledge and understanding of preschool education, they often have one-sided and incomplete understanding of this major. These perceptions may come from their own observations or the introduction of others, but they often do not represent the real situation of the preschool education program. Therefore, this one-sided and incomplete understanding becomes an important reason for the lack of students' conceptual understanding [1]. Some students think that preschool education is just a simple job of "playing and taking care of children", and they lack knowledge about teaching, management and

evaluation of preschool education. Secondly, the general lack of awareness of preschool education in society also leads to some students' incomplete understanding of preschool education. In addition, some students have some doubts and uncertainties about the future development prospects of preschool education majors, which in turn leads to their lack of commitment to the majors. These problems of insufficient conceptual understanding are common among preschool education students, which will not only affect their academic performance, but also negatively affect their future career development [2].

2.2. Insufficient practical experience

Students lack knowledge and experience of practice, and they cannot combine theories with practice to improve their professionalism. Insufficient practical experience is a common problem in improving the professionalism of preschool students in colleges and universities. Students are usually only exposed to theoretical knowledge in the classroom, but it is difficult for them to gain practical experience. This makes it difficult for them to apply the theories they have learned in practice and to truly understand the nature and characteristics of preschool education work. First of all, the main reason for this phenomenon is that there are certain problems in the curriculum and teaching methods of some colleges and universities in preschool education. Some colleges and universities put too much emphasis on the teaching of theoretical knowledge and ignore the importance of practice. In some schools, students are only exposed to practical experience during internship, but the duration of internship is short and they often have only limited opportunities to practice. In addition, students' personal willingness and attitude can affect their practical experience. Some students lack initiative and motivation, they are not willing to participate in various practical activities or they do not know enough about the importance of practice. This prevents them from gaining experience in practice and makes it difficult for them to cope with various challenges in their career development.

2.3. Weak basic knowledge

Among preschool students in colleges and universities, some students have difficulty in mastering the fundamentals of their subjects when they enter college because they have not learned enough about the fundamentals of the relevant subjects in middle and high school. These students may have difficulty in taking courses because they lack the necessary background knowledge to understand the concepts, theories, and practices taught by their professors. In the field of preschool education, the mastery of foundational knowledge is critical to professionalism. Without adequate foundational knowledge, students will struggle to understand the psychological development and behavioral characteristics of children, methods and techniques of child learning and education, curriculum design and assessment, and how to communicate with children, parents, and other educators. In addition, the lack of basic knowledge may lead to difficulties in practice. In preschool education, practical experience is very important. Students need internships and social practice to deepen their knowledge and understanding of the subject matter, as well as to improve their professionalism. However, if students do not have enough basic knowledge, they may not be able to effectively participate in practical activities, acquire the skills that educators must acquire, or adapt to the requirements of the work environment. Therefore, it is very important for preschool students to acquire basic knowledge, which lays the foundation for their future career development. If students are unable to master the basic knowledge, it will be difficult to understand the core concepts and theories of pedagogy and to improve their professionalism [3].

2.4. Single education model

In colleges and universities, the educational models usually used include traditional classroom teaching and practical teaching. The drawback of this education model is that they are mostly single and cannot fully consider the characteristics and needs of preschool education students. The traditional classroom teaching usually adopts the way that teachers talk, students listen and take notes, which is relatively single in content and lacks interactivity and innovation. This teaching method has some problems for preschool education students. First of all, preschool education majors need comprehensive ability, while traditional classroom teaching often only allows students to master some basic theoretical knowledge, but cannot well cultivate students' practical ability and comprehensive quality. Secondly, preschool education requires teachers to have strong observation and insight, and traditional classroom teaching cannot well cultivate such ability because classroom teaching is usually passive, and students only need to accept teachers' teaching, but cannot actively observe and think about problems. Practical teaching is an important way to cultivate preschool students' professionalism, but there is also a single problem in most colleges and universities' practical teaching at present. Some colleges and universities

simply send students to kindergartens or nurseries to observe, record and sense the activities of young children. Although this way can let students understand some practical situations of early childhood education, it cannot well cultivate students' practical ability and comprehensive quality. At the same time, the practical teaching content of some colleges and universities is relatively single, just looking at the kindergarten or nursery, recording notes and listening to the teacher's explanation, lacking the link with the actual work [4].

The single mode of education in colleges and universities is one of the important factors that lead to the problems of improving the professionalism of preschool education students. The traditional classroom teaching lacks interactivity and innovation, which cannot well cultivate students' practical ability and comprehensive quality; the single education mode in colleges and universities also leads to the lack of personalized attention and guidance for students in course learning. In the same course, there may be large differences in learning levels and interests among students, but the singularity of the education model leads to the teachers' tendency to focus only on the mass education needs in the course design and teaching implementation, which cannot better meet the individual needs of students. At the same time, there are also students who may have strong interests and specialties in certain courses or fields, but due to the single education model, they cannot receive more in-depth and personalized guidance and cultivation, thus it is also difficult to improve their professionalism. The traditional education model of colleges and universities focuses on theoretical teaching, while the importance of practical teaching and practical ability cultivation is relatively low, which also leads to the lack of students' practical ability and their inability to apply their theoretical knowledge to practical work, thus making it difficult to improve their professionalism. At the same time, because preschool education work needs to focus on practical skills, this also brings a greater challenge to students' future career development. The single mode of education in colleges and universities is an important reason for the difficulty of improving the vocational literacy of preschool students, which needs to be solved by reforming the education mode and teaching methods.

2.5. Lack of interdisciplinary knowledge and skills

Lack of interdisciplinary knowledge and skills is an important problem in the improvement of professionalism of preschool education students in colleges and universities. Preschool education involves several disciplinary fields, such as child development psychology, pedagogy, kindergarten management, etc., which require students to master and apply the knowledge and skills of these fields in a comprehensive manner. However, some students have difficulties in effectively applying the knowledge and skills they have learned due to the lack of interdisciplinary knowledge and skills, which affects the enhancement of professionalism [5]. On the one hand, preschool education majors need students to master the knowledge of child development psychology, such as the laws of children's physiological and psychological development and children's personality characteristics. At the same time, students also need to master the knowledge in education, such as educational methods and educational psychology, which are important factors affecting professionalism. However, due to the lack of interdisciplinary knowledge and skills, some students may only master the basic knowledge and skills of a certain discipline and have difficulty in effectively combining and applying knowledge and skills from different subject areas, thus failing to enhance their professionalism. On the other hand, preschool education majors also need students to have knowledge and skills in kindergarten management, such as garden management, teacher and student management, and curriculum design. The mastery of these knowledge and skills requires students to have the interdisciplinary ability to combine knowledge and skills from different fields with each other to achieve integrated application. However, some students have difficulties in applying these knowledge and skills effectively due to the lack of interdisciplinary knowledge and skills, which affects the professionalism. Therefore, the lack of interdisciplinary knowledge and skills is an important problem in the enhancement of vocational literacy of preschool students in colleges and universities. Schools should make changes in curriculum and teaching methods, adopt more interdisciplinary teaching methods and approaches, cultivate students' ability to apply knowledge and skills from different subject areas in an integrated way, and improve students' vocational literacy level.

3. Solutions for the Problems in Improving Vocational Literacy of Preschool Students in Colleges and Universities

3.1. Enhance the concept and make up for the lack of literacy awareness

(1) Expand the content of education and teaching

Colleges and universities can expand the content of education and teaching for students by increasing the courses related to preschool education majors, carrying out lectures on the frontiers of disciplines and organizing students to participate in practical activities, so that students can understand the diversity and complexity of preschool education and cultivate a comprehensive understanding and in-depth knowledge of preschool education work. At the same time, schools can also invite famous educators and industry elites in the field of preschool education to interact with students and enhance their knowledge and understanding of preschool education [6].

(2) Carry out practical teaching

Preschool education is a very practical major, and combining theory and practice is an effective way to improve students' professionalism. Colleges and universities can organize students to go to preschools, kindergartens and parent-child education institutions for practice, so that students can personally experience the actual operation and practical experience of preschool education work and understand the current situation, problems and needs of preschool education work. Through practical teaching, students can gain an in-depth understanding of the nature of preschool education work and further enhance their practical ability and professionalism.

(3) Strengthen teacher guidance

Teachers in colleges and universities play an important role in education and teaching, and can provide personalized guidance and counseling to address students' learning situations and needs, help students better understand the preschool education profession and work, and identify and solve existing problems. Teachers can also organize students to participate in preschool education research activities and teaching competitions to stimulate students' learning interests and research enthusiasm and enhance their knowledge and understanding of preschool education work.

To sum up, colleges and universities can improve students' cognition and understanding of preschool education majors, enhance their practical ability and professionalism, and lay a good foundation for cultivating high-quality preschool education professionals by expanding educational teaching contents, carrying out practical teaching and strengthening teachers' guidance.

3.2. Practical requirements for preschool education courses

Colleges and universities should strengthen the practical requirements for preschool education courses. The practical experience of students can be improved by increasing practical courses and organizing students to participate in various practical activities. Preschool education majors in colleges and universities need to take corresponding measures to solve these problems. On the one hand, colleges and universities should strengthen practical teaching and provide more practical opportunities and resources for students. It can help students better understand and experience preschool education work by cooperating with kindergartens and preschool education institutions and arranging students to practice in the field. On the other hand, colleges and universities should adjust teaching contents and methods to strengthen the cultivation of practical skills. They can help students better master practical skills and methods through case studies and simulation experiments, and improve their practical ability and professionalism.

Secondly, individual students should also establish correct concepts and attitudes. They should recognize the importance of practical experience, actively participate in various practical activities, actively seek practical opportunities, and consolidate what they have learned and enhance their professionalism through practice, in which society and industry can also play an active role. Society and industry can provide students with hands-on opportunities, such as performing volunteer services and participating in community activities, to help them increase their practical experience. In addition, society and industry can also provide more vocational training and practice opportunities to help students better understand the industry development and career requirements. Lack of practical experience is an important issue that affects the improvement of students' professionalism. Preschool education majors in colleges and universities need to take corresponding measures to improve the

quality of practical teaching and students' practical ability, so as to lay a solid foundation for students' future career development.

3.3. Strengthen the learning of basic knowledge to improve students' professionalism

(1) Strengthen the curriculum: appropriate courses should be set up for students according to their knowledge level and ability. The curriculum should be hierarchical and progressive, starting from basic knowledge and gradually deepening to help students establish a complete knowledge framework. At the same time, case studies and practical operations can be added to the course to help students transform theoretical knowledge into practical ability.

(2) Strengthen teaching methods: Teachers should adopt a variety of teaching methods to make students better grasp knowledge in a relaxed and pleasant learning atmosphere. For example, case teaching, interactive teaching and classroom discussion are used to involve students in teaching and improve students' learning enthusiasm and initiative.

(3) Improve students' independent learning ability: Students should realize the importance of independent learning and develop the habit of independent thinking and learning. Students can supplement their knowledge by reading relevant professional books and attending academic lectures. Meanwhile, universities can also establish discipline competitions and student practice bases, etc. to provide students with more learning opportunities and practice opportunities [7].

(4) Strengthen cross-fertilization of disciplines: Preschool education majors involve knowledge from multiple disciplines, requiring students to master the basic knowledge of multiple disciplines. Therefore, schools can establish cross-integrated courses between preschool education majors and other disciplines so that students can better understand and master relevant knowledge. To address the problem of weak basic knowledge of preschool education students in colleges and universities, schools, teachers and students need to work together and adopt various ways and methods to continuously improve students' disciplinary foundations, thus improving their professionalism. The lack of basic knowledge may also lead students to encounter difficulties in practice. In preschool education, practical experience is very important. Students need internships and social practice to deepen their knowledge and understanding of the subject matter and also to improve their professionalism. However, if students do not have sufficient foundational knowledge, they may not be able to effectively engage in practice activities, acquire the skills necessary for educators, or adapt to the demands of the work environment.

3.4. Teacher education mode is diversified, innovative and practical

First of all, in response to the practical needs of preschool education students, colleges and universities should reform the teaching mode and strengthen practical teaching. For example, a practical teaching-based education mode can be adopted to combine theoretical knowledge with practical operation, so that students can learn and practice in real teaching scenarios. This can better cultivate students' practical operation ability and improve their professionalism. Secondly, universities should strengthen the connection with education industry and increase the internship opportunities. By cooperating with kindergartens, nurseries and other educational institutions, this can provide internship opportunities for preschool education students to get in touch with young children in a real teaching environment and understand the needs and behavioral characteristics of young children. Students can gain a deeper understanding of the actual needs of preschool education and improve their professionalism. In addition, colleges and universities should encourage students to participate in various educational practice activities. For example, students can be organized to participate in various volunteer activities in kindergartens and nurseries. Students can learn about the life and educational needs of young children in practice, accumulate practical experience and improve their professionalism. Colleges and universities should also reform the curriculum of teacher education by adding courses related to preschool education practice. For example, courses such as early childhood psychology and early childhood education pedagogy can be added to give students a deeper understanding of the theory and practice of preschool education and improve their professionalism. To address the problem of single mode of teacher education in the improvement of professionalism of preschool education students in colleges and universities, practical teaching should be strengthened, internship opportunities should be increased, and students should be encouraged to participate in educational practice activities, and reforms should be made in the curriculum.

3.5. Enhance interdisciplinary knowledge and skills

Diversified curriculum: The curriculum of preschool education majors should cover multiple disciplines, including psychology, education, sociology, linguistics, art, etc. At the same time, the concept of interdisciplinary integration should be strengthened, so that students can form a more comprehensive knowledge structure through cross-learning of different disciplines. **Interdisciplinary practical teaching:** Preschool education majors should focus on practical teaching, so that students can understand the practical applications of multiple disciplines and develop interdisciplinary practical skills through interdisciplinary practical projects. For example, internships can be organized for students to various kindergartens and nurseries so that they can learn how to apply the knowledge and skills of multiple disciplines to solve practical problems. **Teacher team construction for interdisciplinary education:** The teacher team of preschool education majors should have interdisciplinary knowledge and skills so that they can better lead students in interdisciplinary learning. Schools can strengthen faculty development, recruit teachers with multiple disciplinary backgrounds, and establish interdisciplinary teaching and research teams to jointly study issues such as curriculum development, practical teaching and curriculum evaluation to continuously improve the quality of education. **Interdisciplinary exchange and cooperation:** Schools should encourage students to participate in interdisciplinary exchange and cooperation activities, such as academic seminars and forums. These activities allow students to learn about the latest developments in different disciplines, exchange interdisciplinary research ideas and methods, expand their horizons, and improve their interdisciplinary thinking skills. Lack of interdisciplinary knowledge and skills is an important issue that affects the professionalism of preschool students. Through solutions such as diversified curriculum, interdisciplinary practical teaching, faculty building and interdisciplinary communication and cooperation, students' interdisciplinary knowledge and skills can be effectively enhanced to better meet the needs of professional development.

4. Conclusion

The importance of improving the vocational literacy of preschool students in higher education cannot be overstated, as it is both the foundation for students' future career development and a necessary condition for the high-quality development of education. For this reason, schools and teachers should take a series of effective measures in order to help students improve their professionalism. First, schools should strengthen the curriculum and update the teaching content of preschool education to meet the changing social needs and students' demands. The curriculum should be close to reality, focus on combining theory and practice, and strengthen the comprehensive application of interdisciplinary knowledge and skills, so that students can better understand industry dynamics and the latest technological advances in the learning process and improve their professionalism and practical skills. Second, teachers should adopt diversified teaching methods and encourage students to participate in extracurricular practical activities, such as internships, experiments, social surveys, and volunteer services. Through these activities, students can apply the theoretical knowledge they have learned to practical operations, enhance their practical ability and work experience, and develop professionalism.

In addition, universities should actively introduce enterprise and industry experts to participate in teaching and establish internship bases and practice platforms to enhance students' practical ability and professionalism. These experts can help students better understand the current situation and trend of the industry and master the latest working skills and knowledge by sharing their working experience and skills.

Finally, students themselves need to make active efforts to strengthen their own learning and practical skills. They should have good learning attitudes and habits, keep learning new knowledge and skills, pay attention to new developments in the industry, and participate in more extracurricular activities to improve their overall quality and professionalism. To sum up, it is necessary for schools and teachers to work together to help students enhance their practical ability and professionalism by taking various effective measures to improve the professionalism of preschool students in colleges and universities. Only in this way can we cultivate more excellent preschool education talents with professionalism and social responsibility to make greater contributions to the development of society.

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