

Research on the Achievement of Training Objectives for Preschool Education Majors under the Background of Teacher Professional Certification

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Abstract: The formulation of talent cultivation objectives should fully consider both internal and external demands. The evaluation of their rationality and achievement is an important basis for establishing scientific and reasonable talent cultivation goals. To ensure the quality of undergraduate talent cultivation in preschool education at Yulin University and to cultivate talents that meet the needs of social and economic development, following the "Guiding Opinions of Yulin University on Carrying Out the Evaluation Mechanism for the Achievement of Talent Cultivation Goals," We conducted an evaluation and analysis of the achievement of cultivation goals around the 2020 version of the talent cultivation plan for the preschool education major. We distributed the "Survey Questionnaire on the Achievement of Cultivation Goals for Preschool Education Major Graduates" to graduates from the classes of 2017 and 2018 of the preschool education major at Yulin University. Through the analysis of the evaluation results of the achievement of cultivation goals, we assessed the extent to which graduates' employment status matches the cultivation goals, to determine whether the entire cultivation process can help graduates achieve the preset cultivation goals. The analysis results indicate that the achievement rate of the cultivation goals is between 97% and 100%, reaching the expected goals for graduates five years after graduation as a teacher.

Keywords: Talent Cultivation Objectives, Survey Questionnaire, Evaluation Results, Achievement Rate

1. Introduction

The 20th National Congress of the Communist Party of China emphasized the importance of "prioritizing the development of education, self-reliance in science and technology, and talent-driven development to accelerate the construction of a strong educational country," highlighting the significance of education, science and technology, and talent. This fully reflects the state's emphasis on education and the need to further improve the quality of education to cultivate professional talents in various industries. In 2017, the Ministry of Education issued the "Implementation Measures for the Certification of Colleges and Universities Normal Professional (Interim)". After the issuance of the Implementation Measures, universities across the country actively aligned with professional requirements ^[1], improved the quality of talent cultivation in teacher training majors, continuously reformed the teaching philosophy of teacher training majors, and updated assessment concepts. It is believed that course assessment is not an end in itself but one of the means to improve teaching quality ^[2]. This guides the teaching reform of teacher training major accreditation in universities across the country.

This paper focuses on the achievement of the training objectives for the 2020 version of the preschool education major talent cultivation plan. The specific content of the training objectives is as follows: The preschool education major is based in Yulin and the surrounding areas, oriented towards the needs of the preschool education industry, and aims to cultivate comprehensive and applied preschool education professionals for the field of education for children aged 3-6. These professionals will have good professional ethics, rich knowledge in child care and education, solid management capabilities for kindergarten life, good curriculum organization skills, a basic level of artistic literacy, and a proactive ability for reflective learning.

2. Evaluation of the Implementation of the Work

The Preschool Education major began enrolling students in 2013 and by June 2023, there have been seven cohorts of graduates. In 2022, the college started to promote audit and evaluation work. To implement the professional certification standards and to carry out the OBE (Outcome-Based Education) philosophy, a series of relevant institutional documents were successively established. This evaluation work was conducted under the guidance of "Guiding Opinions of Yulin University on Carrying Out the Evaluation Mechanism for the Achievement of Talent Cultivation Goals", focusing on the 2020 version of the talent cultivation plan. The main subjects of the questionnaire were graduates from the classes of 2017 and 2018, students who have graduated for 5 years, with a total of 72 participants.


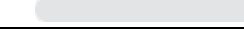
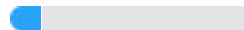

3. Evaluation Results and Analysis

A total of 51 graduates from the class of 2017 participated, with 34 individuals selected for this survey. For the class of 2018, there were a total of 58 graduates, and 38 individuals were selected to participate in this survey.

3.1. Employment Unit

3.1.1. Employment Unit Information




Table 1: Employment Unit Information.

Option	Total	Proportion
A. Kindergarten	61	 84.72%
B. Early education institutions	0	 0%
C. Primary, secondary, vocational high, and higher education	8	 11.11%
D. Others	3	 4.17%

As shown in Table 1, the number of valid responses to this survey questionnaire is 72, there are 61 people are employed in kindergartens, accounting for 84.72% of the total number of respondents. 8 people are employed in primary schools, middle schools, vocational high schools, and colleges, representing 11.11% of the total. Three are employed in other units, making up 4.17% of the total. From the table, it can be seen that the majority of graduates from the Preschool Education major are engaged in jobs related to their field of study after graduation.

3.1.2. Nature of the Employment Unit

Table 2: Nature of the Employment Unit.

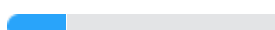
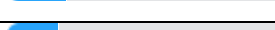
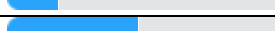
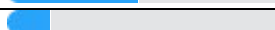
Option	Total	Proportion
A. Public Institution	67	 93.06%
B. Enterprise (or Corporate) Organization	3	 4.17%
C. Others	2	 2.78%

As shown in Table 2, among the respondents of this survey, 67 are employed in public institutions, which represents 93.06% of the total; 3 are employed in enterprise organizations, accounting for 4.17% of the total; and 2 are employed in other types of units, representing 2.78% of the total.

3.2. Position Level and Awards

3.2.1. Position Level

Table 3: Position Level.

Option	Total	Proportion
A. Core Teachers (including grade leaders)	15	 20.83%
B. Directors of Operations and Above	13	 18.06%
C. Main Class Teachers	33	 45.83%
D. Assistant Class Teachers	11	 15.28%

As shown in Table 3, among the students engaged in preschool education-related professions, there

are 15 core teachers, 13 individuals in positions of director or above, and 33 main class teachers, with 11 assistant teachers. The main class teachers and above account for 84.72%, indicating that the graduates have a relatively fast professional growth rate.

3.2.2. Awards

Table 4: Awards.

Option	Total	Proportion
A. Provincial level or above B. City level C. County level	11	15.28%
A. Provincial level or above B. City level C. County level	37	51.39%
A. Provincial level or above B. City level C. County level	21	29.17%
D. Others	37	51.39%

As shown in Table 4, since graduation, among the students, 11 have received awards at the provincial level or above; 37 have received awards at the city or district level, with those at the city level or above accounting for 66.67%. This indicates that the students have achieved good results in their professional development.

3.3. Achievement Rate of Cultivation Objectives

The School of Education obtained a sample of 72 cases from graduates of the classes of 2017 and 2018 using a sampling method, and analyzed the results of the achievement of six cultivation objectives.

3.3.1. Professional Ethics

Table 5: Professional Ethics Achievement Status.

Option	Fully Achieved	Capable of Achieving	Essentially Achieved	Unable to Achieve
Good teacher ethics	53(73.61%)	15(20.83%)	2(2.78%)	2(2.78%)
Passion for the Education Career	47(65.28%)	18(25%)	5(6.94%)	2(2.78%)
Correct views on children, education, and teachers	53(73.61%)	15(20.83%)	2(2.78%)	2(2.78%)
Sound Personality, Proactive and Enterprising	55(76.39%)	14(19.44%)	1(1.39%)	2(2.78%)

*More than 60% can be considered fully achieved.

As can be seen from Table 5, the statistics on the Professional Ethics achievement of preschool education graduates indicate that they can be considered to have fully achieved the standards. Good teacher ethics: there are 53 people, accounting for 73.61%, fully achieved. Passion for the Education Career: 47 people, accounting for 65.28%, fully achieved. Correct views on children, education, and teachers: 53 people, accounting for 73.61%, fully achieved. Sound personality, Proactive and Enterprising: 55 people, accounting for 76.39%, fully achieved.

3.3.2. Knowledge of Preschool Teaching and Care

It is known from Table 6 that the statistics on the Knowledge of Preschool Teaching and Care achievement of preschool education graduates indicate that they can be considered to have fully achieved the standards. Have a humanistic background, scientific spirit and aesthetic ability: 48 people, accounting for 66.67%, fully achieved. Grasp the learning characteristics and physical and mental development of young children: 47 people, accounting for 65.28%, fully achieved. Solid knowledge of theories of child care and education: 43 people, accounting for 59.72%, fully achieved.

Table 6: Professional Ethics Achievement Status.

Option	Fully Achieved	Capable of Achieving	Essentially Achieved	Unable to Achieve
Have a humanistic background, scientific spirit and aesthetic ability	48(66.67%)	19(26.39%)	5(6.94%)	0(0%)
Grasp the learning characteristics and physical and mental development of young children	47(65.28%)	18(25%)	6(8.33%)	1(1.39%)
Solid knowledge of theories of child care and education	43(59.72%)	23(31.94%)	6(8.33%)	0(0%)

3.3.3. Life Management

Table 7: Life Management Achievement Status.

Option	Fully Achieved	Capable of Achieving	Essentially Achieved	Unable to Achieve
Having the basic ability to organize daily life in kindergarten	51(70.83%)	18(25%)	2(2.78%)	1(1.39%)
Basic abilities for managing kindergarten classes	49(68.06%)	19(26.39%)	3(4.17%)	1(1.39%)

As shown in Table 7, the statistics on the Life Management achievement of preschool education graduates indicate that they can be considered to have fully achieved the standards. Having the basic ability to organize daily life in kindergarten: there are 51 people, accounting for 70.83%, fully achieved. Basic abilities for managing kindergarten classes: 49 people, accounting for 68.06%, fully achieved.

3.3.4. Curriculum Organization

Table 8: Curriculum Organization Achievement Status.

Option	Fully Achieved	Capable of Achieving	Essentially Achieved	Unable to Achieve
Ability to organize educational activities in the five major areas of kindergarten	48(66.67%)	21(29.17%)	2(2.78%)	1(1.39%)
Development and implementation of thematic curricula	37(51.39%)	24(33.33%)	11(15.28%)	0(0%)
Ability to organize kindergarten play activities	45(62.5%)	24(33.33%)	3(4.17%)	0(0%)

As shown in Table 8, the statistics on the Curriculum Organization achievement of preschool education graduates indicate that they can be considered to have fully achieved the standards. Ability to organize educational activities in the five major areas of kindergarten: there are 48 people, accounting for 66.67%, fully achieved. Development and implementation of thematic curricula: 37 people, accounting for 51.39%, capable of achieving. Ability to organize kindergarten play activities: 45 people, accounting for 62.5%, fully achieved.

3.3.5. Artistic Literacy

As shown in Table 9, the statistics on the Artistic Literacy achievement of preschool education graduates indicate that they can be considered to be capable of achieving the standards. Kindergarten's ability to make teaching aids: there are 62 people, accounting for 86.11%, capable of achieving. Playing and Singing Children's Songs: 61 people, accounting for 84.72%, capable of achieving. Creating and Choreographing Children's Dances: 51 people, accounting for 70.83%, capable of achieving. Children's

Painting: 61 people, accounting for 84.72%, capable of achieving.

Table 9: Artistic Literacy Achievement Status.

Option	Fully Achieved	Capable of Achieving	Essentially Achieved	Unable to Achieve
Kindergarten's ability to make teaching aids	38(52.78%)	24(33.33%)	9(12.5%)	1(1.39%)
Playing and Singing Children's Songs	34(47.22%)	27(37.5%)	11(15.28%)	0(0%)
Creating and Choreographing Children's Dances	25(34.72%)	26(36.11%)	19(26.39%)	2(2.78%)
Children's Painting	32(44.44%)	29(40.28%)	10(13.89%)	1(1.39%)

3.3.6. Reflective Learning

Table 10: Reflective Learning Achievement Status.

Option	Fully Achieved	Capable of Achieving	Essentially Achieved	Unable to Achieve
Timely and effective self-diagnosis and reflection	44(61.11%)	20(27.78%)	8(11.11%)	0(0%)
Educational and research capabilities	32(44.44%)	28(38.89%)	11(15.28%)	1(1.39%)
Design and implementation abilities for self-growth	40(55.56%)	22(30.56%)	9(12.5%)	1(1.39%)
Effective communication and cooperative learning	47(65.28%)	19(26.39%)	5(6.94%)	1(1.39%)

It is known from Table 10 that the statistics on the Reflective Learning achievement of preschool education graduates indicate that they can be considered to be capable of achieving the standards. Timely and effective self-diagnosis and reflection: there are 44 people, accounting for 61.11%, fully achieved. Educational and research capabilities: 60 people, accounting for 83.33%, capable of achieving. Design and implementation abilities for self-growth: 62 people, accounting for 86.12%, capable of achieving. Effective communication and cooperative learning: 47 people, accounting for 65.28%, fully achieved.

In summary, the degree of achievement of the training objectives is 97%-100%, which meets the expected goals for graduates five years after graduation as a teacher.

4. Conclusions

Based on the comprehensive analysis of the survey questionnaire results, the following conclusions can be drawn regarding the achievement of the training objectives of the 2020 version of the Preschool Education major talent cultivation plan:

(1) Graduates from this major are primarily employed in the field of education (kindergartens), engaging in careers related to basic education, with some also working in middle schools, high schools, and institutions of higher education. Students have achieved quite commendable results within their respective fields within five years of graduation.

(2) Among the various types of employment units where graduates are employed, the majority work as teachers in public kindergartens, while a portion of them are employed in private kindergartens.

(3) The survey results indicate that the overall achievement of graduates in terms of professional ethics, knowledge and capabilities in child care and education, as well as artistic literacy, is generally balanced. The overall evaluation of graduates is relatively high, and they are quite confident in their profession.

(4) Suggestions provided by the students regarding the talent cultivation objectives include: strengthening practical teaching and focusing on skill development.

Acknowledgements

The work was supported by the 2022 Yulin University Teaching Reform Project under award JG2232.

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