

The mission responsibility and strategic measures of the construction of preschool education professional group for the high-quality development of regional economy and society—Taking Guangdong Preschool Normal College in Maoming as an example

Chen Hui^{a,*}, Zhang Yongbo^b

Guangdong Preschool Normal College in Maoming, Maoming, China

^achenhuiyy@163.com, ^bsuixin2@yeah.net

*Corresponding author

Abstract: Under the background of "Double High Plan", it is of great theoretical and practical significance to study the construction of preschool education professional group in higher vocational colleges. In order to improve the ability of preschool education professional group in higher vocational colleges to serve regional economic and social high-quality development, the focus is on innovating talent training mode, optimizing curriculum teaching resources, reforming teaching materials and teaching methods, innovating teachers' teaching team, constructing teaching bases, building technical skills platform, and doing excellent social services. By putting forward strategies and measures for the construction of preschool education professional group towards the Guangdong-Hong Kong-Macao Greater Bay Area, it further highlights the mission and responsibility of preschool education professional group in higher vocational colleges to serve regional economic and social development.

Keywords: Double-high plan; Preschool education; Professional groups; Mission; Initiatives

1. Introduction

During the national Two Sessions in 2017, the government work report clarified the national strategic position of "building the Guangdong-Hong Kong-Macao Greater Bay Area", stating that "we should promote deeper cooperation between the mainland and Hong Kong and Macao, study and formulate the plans for the development of urban clusters in the Guangdong-Hong Kong-Macao Greater Bay Area, give full play to the unique advantages of Hong Kong and Macao, and enhance their status and functions in the national economic development and opening up". It can be seen that the construction of the Greater Bay Area is of great strategic significance. As an important component of public services, education should undertake the important task of attracting, retaining and cultivating talents^[1]. The development of quality education, especially quality preschool education, is of strategic significance to the development of the Guangdong-Hong Kong-Macao Greater Bay Area.

2. Overview of the construction of preschool education professional group

2.1. Construction background

2.1.1. National, provincial and local needs for the reform and development of preschool education

The state attaches great importance to the development of preschool education.^[2] The Central government has issued "the Outline of the National Medium and Long-Term Plan for Education Reform and Development (2010-2020)", which clearly sets out the strategic goals for the development of preschool education: "By 2020, universal access to one year of preschool education, basic access to two years of preschool education, and universal access to three years of preschool education in areas where the conditions allow." Guangdong Province has also formulated "the Outline of Guangdong Province Medium and Long Term Education Reform and Development Plan (2010-2020)" and "the Notice of Forwarding Several Opinions of The State Council on the Current Development of Preschool

Education”(Yuefu [2011] No. 4), which put forward clear planning requirements for the development of preschool education in Guangdong Province: By 2020, a relatively complete public service system for preschool education covering both urban and rural areas with a reasonable layout will be formed to meet the masses' demand for quality preschool education. Maoming City proposed in “the Decision of Maoming CPC Municipal Committee and Maoming Municipal People's Government on Accelerating the Establishment of a Strong Education City in Guangdong Province”(Maofa [2012] No. 13) issued in 2012 that by 2020, Maoming City should basically popularize preschool education, realize the standardization of preschool education, and basically establish a preschool education public service system covering both urban and rural areas with a reasonable layout, achieve the goal of becoming a strong city in education.

2.1.2. The demand for professionals in the preschool education industry

According to the requirements of “the Outline of the National Medium and Long-term Education Reform and Development Plan”, by 2020, the gross enrollment rate of preschool children in China will reach 75%, and the number of children in kindergartens will reach 40 million. In the next decade, China should add at least 1.4 million new preschool education employees to meet the demand.

At present, Maoming has a total of 1,525 kindergartens qualified to run kindergartens, with 307,681 children in kindergartens, and the city needs more than 30,700 qualified full-time preschool teachers. However, at present, there are 18,339 full-time teachers of preschool education in Maoming, with a total shortage of more than 12,000. In addition to the loss of preschool teachers, it is conservatively predicted that the actual demand for preschool education professionals at college level or above is more than 1,000 per year in Maoming. At the same time, the overall quality of the existing preschool teachers in Maoming is not high, which can not meet the new requirements of the development of preschool education. As an underdeveloped region, Maoming's preschool teachers only have a college degree or above of 45.23%, far lower than the provincial average of 70%.

Due to the serious shortage of preschool teachers and the urgent need to improve their quality, as well as the large gap between the current situation of preschool education and the development plan, there is an urgent need for a large number of high-quality preschool teachers. It can be said that how to provide sufficient quantity and qualified kindergarten teachers has become a key issue that cannot be avoided on the road of preschool education development.

2.1.3. The rationality of the construction of preschool education professional groups

As one of the first preschool normal colleges in Guangdong Province, preschool education major is the leading major of our university, music education major and art education major are the characteristics of our school. The three majors have a long history of development, the construction and development of professional disciplines started relatively early, the talent training system is mature, the practice base and facilities and equipment are perfect, and it has a good social influence in Guangdong and even the whole South China. In 2019, Preschool education major and music education major were listed as brand professional construction projects in higher vocational education by Guangdong Province, and the on-campus practice base of Preschool education was rated as Guangdong Provincial on-campus Practice Base. It can be seen that the establishment of the preschool education major in our university has a good construction background and foundation, which is very consistent with the national and provincial industrial policies and education development policies.

2.2. Significance of construction

2.2.1. Theoretical significance

The preschool education professional group actively responded to “the Opinions of the CPC Central Committee and The State Council on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era”, “the Opinions of the Ministry of Education and other four departments on the Implementation of the Third Preschool Education Action Plan”, “the Third Action Plan for the Development of Preschool Education in Guangdong Province (2017-2020)”, “the Implementation Plan for the Construction of Guangdong's ‘New Normal’”, The spirit of the national and provincial policy documents, in order to meet the needs of social education teachers, especially early childhood education teachers as the goal, focusing on the docking of education training, cultural and creative based life service industry.

At the same time, according to “the Implementation Plan of Guangdong Province to Accelerate the Development of life Service Industry and Promote the Upgrading of Consumption Structure”, “the

Outline of the 13th Five-Year Plan for National Economic and Social Development of Maoming City”, according to the provincial and municipal documents, Maoming's industrial development positioning: Maoming will focus on the development of cultural creativity, commercial trade and commerce, modern medical care, health care for the elderly, sports, entertainment and other lifestyle services. The preschool education professional group of our university is characterized by the training of educational teachers, highlighting the art education of music and fine arts, which can meet the needs of regional social and cultural development and is conducive to gathering educational resources of our university and achieving an effective balance between the demand for preschool teachers and the supply of preschool education talents for the development of the preschool education industry.

2.2.2. Practical significance

Preschool education professional group includes preschool education major, music education major and art education major three education and physical education majors, among which preschool education is the main major of the professional group, music education and art education are the backbone of the professional group. There is a high degree of correlation, crossover and mutual penetration among the three majors in curriculum setting, talent training objectives, teaching implementation and scientific research. They also support each other's development, and the three majors have a high degree of coordination and integration. At the same time, it also has a high degree of sharing in teaching resources, facilities and equipment. The three majors complement each other and promote coordinated development in the development process, highlighting the advantages in the field of preschool education and docking the talents needs of the regional life service industry in Guangdong Province.

3. Preschool education Professional groups meet the needs of the high-quality development of the Guangdong-Hong Kong-Macao Greater Bay Area

In“the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area”of The State Council in 2019, it was pointed out that kindergartens in the three places should be studied and explored to establish "sister parks". To study the opening of primary and secondary school teachers and preschool teachers from Hong Kong and Macao to Guangdong to obtain teacher qualifications and teach. To strengthen school construction, expand the supply of academic degrees, further improve the schooling policy for the children of migrant workers in cross-regional employment, promote equal access to preschool education, compulsory education and senior secondary education, and ensure that eligible children of migrant workers can take the college entrance examination in their host countries smoothly. These guidelines reflect the Greater Bay Area's need for educational cooperation and talents in early childhood education. According to“the Opinions of the Central Committee of the Communist Party of China and The State Council on Comprehensively Deepening the reform of the Construction of Teachers in the New Era”,“the Opinions of the Ministry of Education and other four departments on the Implementation of the Third Preschool Education Action Plan”,“the Third Action Plan for the Development of Preschool Education in Guangdong Province (2017-2020)”,“the Implementation Plan for the Construction of a "New Normal" in Guangdong Province”, and“the General Office of the Guangdong Provincial People's Government Issuance of Guangdong Province to accelerate the development of life service industry to promote the upgrading of consumption structure implementation plan”(Guangdong Government Office [2016] No.104), “Guangdong Province Modern Service Industry Development‘13th Five-Year Plan notice”(Guangdong Development Reform Service Letter [2017]No.1873),“Guangdong Province "New Normal" implementation plan”,“The third action plan for the development of preschool education in Guangdong Province(2017-2020)”,the spirit of these national provincial policies and planning documents,the key industry for the docking of our preschool education professional group is the life service industry in Guangdong Province.

According to current population policy and education policy in our country, in 2025, the gross enrollment rate of preschool children in China will reach 85%, and the number of children in the kindergarten will reach 50 million. In the next ten years, China should add at least 1.4 million new preschool education employees to meet the demand. In 2017, the number of children in kindergartens in Guangdong Province was 4.411 million, according to the requirements of 30 students per class and "two education and one protection", 441,100 full-time teachers should be required. In 2017, the number of full-time kindergarten teachers in Guangdong was only 281,700, a gap of 159,400. According to the "Interpretation of the Action Plan for Promoting Inclusive and Healthy Development of Preschool Education in Guangdong Province", from 2015 to 2017, the number of children in kindergartens in our

province continued to grow at an average rate of 200,000 per year. With the full implementation of the two-child policy and the post-90s and post-00s entering the peak period of marriage and childbirth, this number will be further increased. In addition, the education of children's full-time teachers in our province is low. In 2017, there were 281,700 children's full-time teachers in our province, of which 214,200 had college degrees or above, accounting for 76.04%, which needs to be further improved. In addition, due to the huge base of children's population and the formation of early childhood art education and training market potential is huge, music, art talent demand will also maintain a strong trend of prosperity.

Our school takes preschool education as the leading major and music education and art education as the backbone to form a preschool education professional group, aiming to give full play to our school-running advantages, cultivate high-quality preschool education and training teachers with high moral quality, solid professional foundation and excellent professional skills, and alleviate the shortage of talents in the life service industry such as early childhood education and early childhood art training. Therefore, the construction of the preschool education professional cluster not only meets the needs of the Greater Bay Area for educational cooperation and preschool education talents, but also connects with the life service industry, which is a key industry in Guangdong Province, and is fully in line with the development plan of the Guangdong-Hong Kong-Macao Greater Bay Area and the policy of Guangdong Province for connecting key industries.

4. The mission and responsibility of the Preschool Education Professional Group in the high-quality development of the Greater Bay Area

In order to actively expand cooperation in education, culture and other fields in the Greater Bay Area, and jointly build a quality living circle with quality public services and suitable living conditions, business conditions and tourism conditions, as the first batch of preschool normal colleges in Guangdong Province, it shoulders the mission and responsibility of training preschool education talents and inheriting and carrying forward excellent traditional culture in the Greater Bay Area.

4.1. To promote cooperation and development in early childhood education, and build a high ground for early childhood teacher talents

At present, the floating population between Hong Kong and Macao is on an unprecedented scale, the total number of children studying across the border has further expanded, and the demand for admission to kindergartens has increased. According to the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area issued by The State Council in 2019, "We will strengthen school construction, expand the supply of academic degrees, further improve the schooling policy for the children of migrant workers in cross-regional employment, promote equal access to preschool education, compulsory education and senior secondary education, and ensure that eligible migrant children can take the college entrance examination in the destination smoothly." Our school will align with the "New Normal" construction in Guangdong Province, innovate the talent training mechanism and system, establish our Maoming Preschool Education Group and practice base in the Guangdong-Hong Kong-Macao Greater Bay Area, strengthen the "local" talent training of our students, provide localized talents for preschool education in the Guangdong-Hong Kong-Macao Greater Bay Area, strive to build a demonstration kindergarten, and better meet the needs of preschool children from Guangdong, Hong Kong and Macao.

4.2. Shaping the humanistic spirit and carrying forward the fine traditional Chinese culture

The Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area states: "To enhance the cultural soft power of the Greater Bay Area, further enhance residents' cultural literacy and social civilization, and jointly shape and enrich the humanistic spirit of the Bay Area." Preschool education, as the beginning of lifelong education, is an important stage for national strength, national revitalization and social harmony, a key starting point for improving national cultural quality and shaping the cultural connotation of the people, and an educational foundation for creating a good social atmosphere.

Guangdong Maoming Preschool Normal College, as an institution of higher learning that trains preschool teachers, shoulders the mission of The Times to develop preschool education and carries the historical feelings of teaching and educating people. According to the analysis, kindergarten teachers in

Hong Kong and Macao have significant advantages in English proficiency and international vision. Combined with the consistent advantages of Guangdong kindergarten teachers in Putonghua proficiency and cultural inheritance, the professional group of preschool education in our school will strengthen exchanges with high-quality kindergartens and high-quality teachers in the Greater Bay Area in education, teaching, scientific research and culture in the future, and innovate communication methods and training models. To enrich the exchange content and improve the exchange level, while greatly promoting the conformal development of the preschool education group, it will also quickly help the new round of quality upgrading of preschool education in the Guangdong-Hong Kong-Macao Greater Bay Area, which plays an important role in promoting the exchange and development of Chinese and Western cultures and then carrying forward the traditional Chinese culture^[3].

5. Strategies and measures for the development of Preschool education professional groups in the Guangdong-Hong Kong-Macao Greater Bay Area

In order to better fulfill the mission and responsibility of the Preschool Education professional Group in the high-quality development of the Greater Bay Area, we will start from the aspects of innovating talent training models, building curriculum teaching resources, reforming teaching materials and teaching methods, innovating teachers' teaching teams, and building a teaching base for school-enterprise interaction, so as to cultivate preschool education talents. The mission and responsibility of inheriting and carrying forward the excellent traditional culture will be truly implemented and effectively practiced.

5.1. Creating new models for personnel training

5.1.1. Create a double precision education model

To implement the national spirit of deepening the integration of production and education and promoting cooperation between schools and enterprises, the Implementation Plan of "Double Precision Education" has been promulgated to clarify the development ideas of "double Precision", and strengthen the social service capacity of "double precision" through the establishment of a professional system that closely connects the industrial chain and innovation chain of the Guangdong-Hong Kong-Macao Greater Bay Area, both online and offline. That is, to reform the talent training mode according to the professional and precise docking needs of the development of preschool education and the talent needs of preschool education units, and modify the courses such as "Kindergarten education Management" and "Theory and Design of children's games" into on-campus practical courses, which are completed by teachers selected by the off-campus practical training kindergarten base. The course assessment is carried out in the form of papers, course design copywriting and video recording, so as to comprehensively improve the quality of talent training and help transformation and upgrading.

5.1.2. Carry out the form of five education practice education

To actively adapt to regional economic and social development and serve the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, with "life education, ideal education, responsibility education, identity education and formation education" as the main line, through traditional culture classes, military management, Labour practice education, the establishment of Yunkai Academy and other forms, we cultivate students' thoughts, emotions and noble moral cognition, implement the "five education" education for students and cultivate students' reverence for life, establish firm ideals and beliefs, form an identity sense of myself, profession, school, culture and country, have the courage to face the ups and downs of life, so as to develop comprehensive qualities in line with teacher literacy and humanistic literacy.

5.1.3. Implement directional talent training method

According to the work arrangement of the provincial Department of Education, we will carry out public funded targeted talents training for backward areas in the east and northwest of Guangdong, such as Maoming, Shaoguan, Qingyuan and Jiangmen. We implement teaching and skill training, set up a reserve force of preschool teachers with stable psychological and emotional quality and excellent teacher quality, improve the quality of rural preschool teachers, serve the construction of beautiful countryside, and narrow the gap between urban and rural diversification, not only to meet the needs of talents in poor and backward areas, promote the transformation and development of rural education, but also to solve the employment concerns of some students.

5.2. Building teachers' teaching teams

5.2.1. Build a high-level teaching innovation team

Professional groups adhere to teacher ethics first, adhere to the five education at the same time, to build preschool aesthetic education, craftsman spirit, ideological and political teachers teaching innovation team. In accordance with the relevant requirements of the professional group, relying on the construction of practice bases and famous teachers' studios, the school focuses on cultivating high-level "double teachers' thinking and politics" and teachers' teaching innovation teams, creating a high-level structured team of teachers, and enhancing the wisdom and ability of the development of preschool education professional groups. In addition, centering on the "quality project", we have implemented the "Leading Talents" plan to introduce leading talents in the professional industry of preschool education, cultivate influential leaders of professional groups in Guangdong province through recruitment from enterprises, prestigious universities and other institutions, two-way part-time jobs, temporary posts, and advisory guidance, and select outstanding young and middle-aged backbone teachers to study for doctoral degrees, strengthen the cultivation intensity of "double teachers", so as to cultivate a first-class teaching innovation team with "leading by famous teachers, responsible for leaders, and supported by two teachers".

5.2.2. Establish a teaching team with dual teachers structure

The university vigorously introduces cutting-edge full-time and part-time teachers familiar with the latest talent standards, strengthens the construction of enterprise teacher workstations, improves the school-enterprise mutual employment mechanism, and promotes the two-way flow of school-enterprise talents; Together with the Guangdong Province "Higher Vocational Center", relevant industry associations and other government, enterprise and school forces to build a vocational education dual-teacher co-education platform, jointly formulate the construction standards of preschool dual-teacher team, radiation to promote the development of preschool education professional group colleges and universities dual-teacher structure teacher team.

5.3. Building practical teaching bases and technical skills platforms

5.3.1. Build a high-quality practice teaching base

On the one hand, the professional group has practiced internal skills and set high standards and strict requirements. In accordance with provincial standards, it has built high-standard training bases and on-campus training centers. It has completed the upgrading and renovation of several training rooms, including Montessori training room, Orff music teaching method training room, ceramic intangible cultural heritage Studio, and built various multi-functional training rooms. On the other hand, the professional group has actively cooperated with off-campus enterprises and school-running units, expanded the scale and depth of school-enterprise cooperation, signed cooperation agreements with off-campus training bases and units, and created a sufficient number and high quality practical teaching base for teachers and students. At the same time, it has carried out a layout across the province, focusing on the construction of off-campus practice bases in the Pearl River Delta, and built a multi-level and all-round pattern of off-campus practice bases. In addition, the professional groups give full play to the functions and roles of provincial on-campus preschool education training bases, intelligent education innovation public training centers, preschool education socialization public training centers and provincial and municipal famous teachers' studios. Through cultural implantation, class naming, post practice, post work and other forms, they strengthen the interaction with practice bases and enterprises to achieve university-enterprise resource sharing, synchronously carry out teaching and practice activities.

5.3.2. Build a service platform for professional skills innovation

According to the requirements of the construction of professional groups, the school relies on its professional advantages and integrates high-quality resources to build a professional skills innovation service platform for preschool education that integrates technical services, think tank consulting and talent training to serve the regional economic development of western Guangdong and even Guangdong. The school gathers high-quality school-enterprise resources, establishes a service innovation park for preschool education professional groups, and builds an innovative service platform with preschool characteristics. Relying on the talent advantages of key majors in preschool education, music education and fine arts education, the University has built and cultivated a group of service innovation teams led by professors and doctors. Aiming at key industrial parks in preschool education

groups, the Greater Bay Area, Western Guangdong and other places, the university focuses on establishing practical problems and related fields in the development of schools and enterprises. The school carries out technological innovation services in the aspects of curriculum research and development, innovation in the three education sectors, and promotion and transformation of achievements.

5.4. Providing excellent and practical social services to other districts

5.4.1. Improve local service capacity

Guided by professional construction, the professional Group has actively expanded cooperation with various communities in the region where the school is located, established a community college, and developed a number of community service curriculum resources. In addition, the professional Group has also actively set up a teacher certification training team, Montessori teaching method training team, Orff music teaching method training team and other teacher training teams, to undertake teacher qualification training and certification, mental health certificate B and C certification training, Mandarin training and testing, professional ability improvement training of principals and other service projects, and actively expand channels to improve the level of local teachers.

5.4.2. Carry out urban and rural education assistance activities

In accordance with the requirements of the construction of professional groups, we have carried out the education poverty alleviation activities of "precise poverty alleviation through education, and mutual assistance for cadres in the countryside", providing educational services, literary and artistic design, psychological counseling and other services for counterpart poverty alleviation areas, in order to improve teachers' classroom teaching skills, give full play to the exemplary and leading role of backbone teachers, and further strengthen urban and rural teachers' education and teaching cooperation, exchange and mutual assistance, improve the teaching level of teachers in rural schools, and promote the quality and balanced development of local education.

5.4.3. Improve the quality of aesthetic education in rural areas

The teachers and students' teams represented by music education and art education majors have actively carried out various activities to revitalize rural construction, especially the "Moss Blossom" rural children's aesthetic education activity, focusing on guiding children to understand the relationship between beauty and life and growth, so that aesthetic education can be infiltrated into life, school, field and land... In the season of flowers, students are encouraged to study in the "mountains" and "view the scenery" in the classroom, creating "a ray of aesthetic education color in the spring" to achieve immersive experience and sharing, which not only invisibly guide children to perceive "beauty" everywhere, but also enable rural children to place themselves in the beauty of local resources -- "discovering beauty", "experiencing beauty", and confidently "expressing beauty", and then gradually develop the consciousness and ability of "creating beauty".

6. Conclusions

Since the professional group of preschool education was approved in 2020, it has done a lot of construction work in innovating talent training mode, building teacher teams, reforming teaching materials and teaching methods, building training bases and teaching resource platforms, and improving the service level of society, and the construction has achieved obvious results. The overall level and social service ability of the preschool education professional group have reached the leading level in the school and well-known in the provinces and cities, and promoted and served the high-quality economic and social development of local regions, and cultivated a batch of high-quality and compound preschool education talents for the country and society.

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