

# A Practical Study on Off-campus Practice Mode for Early Education Major Groups

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**Abstract:** *With the improvement of people's living standards and the gradual liberalization of the maternity policy, infant care and education are developing in a refined and personalized direction. For students of related majors in vocational colleges, the society has higher and higher requirements for their professional skills. Therefore, the improvement of students' practical skills can no longer rely solely on the last year's internship. In the teaching process, we must expose students to the real working environment as early as possible to improve their theoretical and practical abilities. This paper takes the "school-enterprise dual-phase three-stage" talent training model of grade 19 students majoring in child health and management in Shandong Vocational College of Industry as an example to discuss the role of the practical training model.*

**Keywords:** *Off-Campus Practice; Early Education Major; College-Enterprise Cooperation; Education Reform*

## 1. Introduction

Practical teaching of pre-school education and related majors has always been the focus of attention in this field, and experts in the field have also proposed various related theories and models, such as the "full-course practical teaching" proposed by Liang Zhouquan (2011), the "five-sphere, five-ring interaction" model by Li Guiying (2012), and the "three-scene, three-level, and four-total" practical teaching system proposed by Yang Li (2018), etc. In addition, Du Yanhong (2013), Zhang Xiaohui (2017), Ma Guijun (2016), etc. also presented their opinions. Although these studies all believe that the real environment training in kindergartens is an important part, they do not have a specific discussion on the real environment training.

## 2. "School-Enterprise Dual-Phase Three-Stage" Talent Training Model

The "school-enterprise dual-phase three-stage" talent training model is a talent training model tailored by our school for the preschool professional group according to teaching requirements and its own conditions. This model introduces enterprises to deeply integrate professional theory and practice teaching.

The first stage is the first academic year. Students study and practice basic courses and some theoretical courses in the school, including courses such as ideological and moral and legal cultivation, physical education, mental health, college English, and computer basics. Professional basic courses are also offered in this stage, such as art, music, dance and other skill courses. The practical training does not require an enterprise environment and can be completed in the school. The main development objective of the first school year is to equip students with basic early childhood education skills to prepare them for the second stage.

The second stage is the second academic year and the first month of the third academic year. Students learn professional core courses and are also an important stage for the development of various practical trainings. The core of this stage is the real-life practice of students. Our school gives full play to the advantages of the group and cooperates with the Kindergarten Education Center of Jinding Group to arrange for students to practice in the school for one month. During the practice period in the kindergarten, senior teachers of Jinding Preschool Education Center will also teach students practical courses such as "Kindergarten Environment Creation", "Kindergarten Daily Activity Design", "Children's Development of Observation and Evaluation" and other practical courses, theoretical learning and practical activities. It can be seamlessly connected in the kindergarten environment to

maximize the learning effect. After practical training, students' theoretical course practice will be smoother, more targeted, and more effective. In the later stage of theoretical study, students can choose a professional direction according to their own intentions, such as nursery teachers, practitioners in early education institutions, kindergarten teachers, etc., and strengthen their professional skills to lay a good foundation for future employment.

The third stage is the third academic year, where students do post-job internships. Through the theoretical study and real-world practice in the first two years, students have initially acquired the basic ability to engage in related industries, but they still need to be improved in the internship. During this stage, students can do post-job internships at the training bases recommended by our college or contacted by themselves, and accept work guidance from corporate personnel to lay a solid foundation for employment.

### **3. The Process of Real-Situation Training**

There are four classes for the 19th grade preschool major in our college, and the internship period for each class is one month. In the first three weeks, the main content is kindergarten practice, and the last week is theoretical teaching. The main teaching subjects of the real-situation training are "Creation of Kindergarten Environment" and "Observation and Evaluation of Early Childhood Development". On the first day of the training, the person in charge of the kindergarten will introduce the basic situation, precautions, basic requirements, etc. to the students, and arrange the items that need to be observed for the students. In practical teaching, students assist in daily kindergarten work under the guidance of teachers, and observe the characteristics of children's behavior, psychology, language, etc. Whether it is able to concentrate, whether the language expression is clear, etc. In the fourth week, kindergarten professional teachers focus on teaching theoretical knowledge. Students learn theoretical knowledge on the basis of practice, and the effect is more obvious.

### **4. The Effect of Real-Situation Training**

After the real-life training, we evaluated the effect from three aspects: students, schools and enterprises. The improvement of students' ability is the ultimate goal of practical training. Therefore, students' evaluation of the effect of practical training is the most critical. We divide students' evaluations into two categories: subjective and objective, using a variety of methods such as questionnaires, tests, and interviews. The main content of the questionnaire survey is the students' subjective feelings about the training conditions, process and effects. The results show that the students are generally satisfied with the arrangement of the training, and they also think that they have achieved good results. In addition, it also reflects the desire of students to obtain more practical training hours and more practical training projects. The tests are mainly divided into two categories, one is the curriculum examination jointly held by the school and the kindergarten at the end of the training, and the other is the final examination arranged by the school. During the training period, students have achieved good results in two courses, namely, "Creation of Kindergarten Environment" and "Observation and Evaluation of Early Childhood Development". In addition, we selected several students from each class for interviews. The results of the interviews and questionnaires and tests showed a high degree of agreement. Students said that the practical internship arranged by the college played a great role in improving their professional skills. On the one hand, previously learned skills, such as music, dance, art, and English, can be applied in real-situation training; on the other hand, practical training allows students to have a deep exposure to the real working environment, and also enables students to identify their professional skills. The deficiencies in the past, clarify the goals of future learning. At the same time, students believe that it is appropriate to extend the training time and increase the theoretical teaching subjects in the practical training. For the subjects of in-school learning and practical training, such as "Children's Nutrition", a corresponding mechanism should also be established, and the teachers of the course should promptly answer the questions encountered by the students during the training process. In a word, from the effect of three aspects, through the practical training, the professional skills of the students have been improved and the expected goals have been achieved.

The school's effect evaluation is mainly carried out by the trainee leading teachers. Teachers report that students have a serious attitude, meticulous work, humility in learning, and good overall condition during the internship. Get along well with corporate teachers and children, reflecting a good personal image and professional quality. The school's teaching and training department also spoke highly of this

training model. They said that the school is good at theoretical teaching and has built good training conditions, but the experience of the real working environment is indispensable for students' professional growth, which is also the weak link of the school. The practical training perfectly solves this problem, complements the school's theoretical and practical teaching, and improves the level of professional teaching.

Enterprise instructors and managers also expressed high affirmation to the students who participated in the training. They said that when the students first entered the kindergarten, they were still a little nervous and anxious. After a month of practical training, they showed good literacy and strong learning ability, and their skills improved quickly in practice. At the end of the training, they were already familiar with the kindergarten environment and mastered the basic skills of parenting. They get along well with colleagues and children and demonstrate good communication skills. At the same time, the kindergarten has also put forward relevant suggestions on professional teaching, including curriculum setting, internship arrangement, skill training, etc. We will also seriously consider and revise the talent training plan.

## 5. Weaknesses and Improvement Measures

Although this round of real-situation training has achieved good results, we should see its shortcomings and improve them in future teaching.

First, the length and timing of training needs to be further rationalized. The duration of this round of real-life training is one month. Whether this length is reasonable and the impact of extending or shortening it on students, schools and enterprises are issues that need to be carefully considered and demonstrated in the future.

Secondly, the teaching content should have a more unified arrangement. This round of internship is the first time that our school has organized students from the preschool group to conduct practical training. The arrangement of teaching content during the pre-, post- and internship period is still in the exploratory stage, and there is still a lot of room for optimization in the future.

Thirdly, the number and capacity of training groups need to be expanded. In this round of real-world training, there is only one cooperative enterprise in our institute. With the expansion of the enrollment scale and the increase of internship time projects, the expansion of the internship base has become urgent. Increasing the number of internship bases can not only increase the flexibility of internship arrangements, but also expose students to a variety of different environments during their internships.

## 6. Conclusion

In the second half of 2020, we conducted an experiment of the real-life training model for preschool professional groups, involving nearly 160 students. The experiment has achieved good results.

First of all, the real-situation training breaks the original theoretical teaching mode on campus, allowing students to use practical observation as the basis for theoretical learning, making the learning process more in line with the "practice-theory-practice" cycle.

Secondly, students, schools and enterprises all affirmed the effect of the actual training. The most important of these is the evaluation of the students. The students all believed that after the one-month practical training, they had a basic understanding of the environment in which they would engage in the industry in the future, mastered and improved relevant professional skills, and understood their theoretical knowledge. The lack of practical ability and practical ability laid the foundation for the next step of study and pointed out the direction.

Finally, we also realized that there are still many things to think about in this live training, including whether the time schedule is optimal, and whether the pre- and post-course courses are reasonable. In the future teaching practice, we will optimize the whole set of talent training programs including real-life training.

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