

Investigation and Research on Pre-Examination Training of Preschool Education Specialty in Higher Vocational Colleges under the Background of National Examination of Teacher Qualification Certificate

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Abstract: Under the background of the implementation of the national teacher qualification examination system, preschool education major in higher vocational colleges, as the main force of training kindergarten teachers, is facing great challenges in talent training. In this paper, the students of preschool education major in Maoming Preschool Teachers College of Guangdong Province were investigated, and the current situation of pre-exam training (including the understanding of the exam, course certificate integration, training satisfaction, students' preparation before the exam) and pre-exam training suggestions were investigated, and it was proposed to master the exam content based on the real questions over the years. According to the characteristics of the school system, individualized teaching; Adjust the course plan and optimize the course content according to the module difficulty; To improve the quality of talents training in preschool education, the three forces of "integration of certificate and course + sprint before examination + independent preparation" are developed together.

Keywords: National examination; Higher vocational colleges; Pre-school education; The investigation and study

1. Introduction

In 2013, the Ministry of Education issued a notice on the Interim Measures for the Qualification Examination of Primary and Secondary School Teachers: "Passing the qualification examination of teachers is a prerequisite for the admission of teachers. Since 2015, China has implemented nationwide teacher qualification tests to raise the threshold for teacher access. In this context, this paper starts from the current training situation of preschool education major in higher vocational colleges to carry out teacher qualification certificate examination, understand the problems existing in pre-exam training and put forward targeted suggestions, in order to improve the passing rate of teacher qualification certificate and improve the quality of talent training.

2. Research methods and objects

2.1. Research objects

In this study, a total of 723 questionnaires were distributed to fresh graduates of preschool education major in Maoming Preschool Teachers College of Guangdong Province by random sampling method, and 699 of them (96.68%) were valid. There were 22 boys and 677 girls; The number of two-year, three-year and five-year students is 91, 421 and 187, respectively.

2.2. Method

This paper uses the self-designed pre-exam training questionnaire for higher vocational pre-school education major under the background of teacher qualification certificate national examination. The questionnaire consists of three parts: personal situation, pre-exam training survey (including the understanding of the examination, course certificate integration, training satisfaction, students'

pre-exam preparation), and suggestions on pre-exam training. The Likert scale was used in the pre-test training survey, Cronbach's Alpha value was $0.849 > 0.8$, KMO value was $0.818 > 0.8$, $p < 0.05$, indicating that the questionnaire had good reliability and validity.

2.3. Statistical treatment

SPSS25.0 was used for statistical analysis

3. Analysis of research results

3.1. Analysis of the degree of understanding of the content of the teacher qualification examination

The survey data showed that 91.99% of the subjects understood the content of the written test of teacher qualification certificate, but only 75.25% understood the content of the interview of teacher qualification certificate. The results showed that the subjects were more familiar with the content of the written test than the content of the interview, and they could enter the interview link only after passing the written test of the teacher qualification certificate. As a result, some students began to prepare for the interview after passing the written test, and did not pay attention to the improvement of professional skills and teaching ability. This reflects that the training of preschool education talents highlights the learning of professional knowledge, ignoring the accumulation of professional skills.

3.2. One-way ANOVA analysis of course certificate integration, training satisfaction before exam, after-class exam preparation, APP exam preparation and length of schooling

Table 1: ANOVA analysis of course certificate integration, training satisfaction before exam, after-class test preparation, APP test preparation and length of schooling

		Length Of Schooling	N	M	SD	F	P
course certificate integration	Two-year system hve	91	3.60	.728			
	Three-year	421	3.75	.699	1.961	.142	
	Five-year	187	3.79	.801			
training satisfaction before exam	Two-year system hve	91	10.92	1.939			
	Three-year	421	11.35	1.823	3.418	.033	
	Five-year	187	11.55	1.971			
after-class test preparation	Two-year system hve	91	3.68	.744			
	Three-year	421	3.75	.728	7.080	.001	
	Five-year	187	3.97	.718			
APP test preparation	Two-year system hve	91	3.92	.763			
	Three-year	421	3.73	.893	9.956	.000	
	Five-year	187	4.05	.753			

The one-way ANOVA of course card integration, training satisfaction before the exam, after-school preparation, APP preparation and schooling system is shown in Table 1. The significance values of training satisfaction before the exam, after-school preparation and APP preparation are all less than 0.05, indicating that there are significant differences in schooling system between training satisfaction before the exam, after-school preparation and APP preparation. The mean values of course certificate integration, pre-exam training satisfaction and course preparatory examination of two-year, three-year and five-year programs are gradually increasing. The five-year students who use APP to prepare for teacher qualification certificate are higher than the two-year students, followed by the three-year students who use APP to prepare for exam. The results of LSD showed that there were significant differences between the two-year program and the five-year program in pre-test training satisfaction, after-school test preparation, and APP test preparation, while there was no significant difference between the other groups. There were significant differences between the two groups in training satisfaction before the test, after-school test preparation and APP test preparation, and the mean value of the five-year program was higher than that of the two-year program. Five-year program students belong to the starting point of junior middle school, and their professional knowledge and skills are weaker than those of three-year and two-year programs. The course certificate is integrated and implemented in the whole talent training process. They are more willing to make efforts in the training of teacher qualification certificate, and will follow the training progress of teachers to memorize the test points. After class, students will use apps (such as Zhonggong teacher APP, chalk teacher APP,

Huatu teacher APP, etc.) to prepare for the exam, so the satisfaction degree of five-year students is higher than that of two-year and three-year students.

3.3. An analysis of the difficulty of the content

The written test content of kindergarten teacher qualification certificate includes two subjects, "nursing and education knowledge and ability" and "comprehensive quality". The difficulty degree of each module of each subject is investigated from the perspective of subjects, so as to carry out targeted pre-test training. Table 2 shows that the order of the knowledge points of each module of "Nursing Education Knowledge and Ability" from difficult to easy is: preschool education principle, preschool children's development, guidance of game activities, environment creation, life guidance, education evaluation. Principles of preschool education and preschool children's development are the traditional "two studies" required for normal university students, with a large coverage of knowledge and many knowledge points. Students generally believe that these two modules are more difficult to prepare for the exam.

Table 2: Ranking of the difficulty degree of each module in "Nursing Knowledge and Ability"

	preschool education principle	preschool children's development	guidance of game activities	environment creation	life guidance	education evaluation
N valid	699	699	699	699	699	699
N missing	0	0	0	0	0	0
total	3475	3361	2507	2074	2003	1428

Table 3 shows that the order of the knowledge points of each module of "Comprehensive Quality" from difficult to easy is: education laws and regulations, cultural literacy, professional concept, teachers' professional ethics, teachers' basic ability. The provisions of education laws and regulations are numerous, the knowledge points of the examination are specific and detailed, and the students think that this plate is more difficult.

Table 3: Ranking of difficulty degree of knowledge points of each module in Comprehensive Quality

	education laws and regulations	cultural literacy	professional concept	teachers' professional ethics	teachers' basic ability
N valid	699	699	699	699	699
N missing	0	0	0	0	0
total	2439	2214	1713	1496	1451

Among the three modules of interview, the subjects thought that the most difficult was the trial lecture, followed by the structured interview, and finally the defense. 41.2% of the subjects expected to improve their trial teaching skills in the training of teacher qualification certificate. The trial teaching session in the interview process took the longest time and accounted for the largest score. It had high requirements on teaching skills and comprehensive quality, which would inevitably make some students fear.

3.4. Investigation on suggestions for pre-test training of teacher certification

90.84% of the subjects hoped that the school could organize a mock test and send the corrected test paper back to the students to sort out the test points and make sure that there was no shortage of residual errors. 87.7% hoped to master the answering skills in the training and 87.55% hoped to grasp the important test points in the pre-test training. In the training, the scores of wanting to sort out the knowledge, understand the trend of examination, and understand the types of test questions were 79.97%, 70.39% and 64.09%. The top five suggestions for the school to carry out teacher qualification training are sorting out the knowledge framework (75.25%), summarizing the formula for memorizing (71.39%), predicting the test site (66.52%), summarizing the test experience (65.38%), and combining teaching and practice (64.52%). In addition, The subjects also suggested that the class content be more specific, review the real questions, the interaction between teachers and students, the diversification of training forms, and leave students independent preparation time and so on.

4. Results and discussion

4.1. Based on the real questions over the years, master the exam content

"Know your enemy, know yourself, win every battle." In view of the students don't know certificate written examination and interview content, teachers in the pre-test training according to the calendar year exam for students to understand the score of the exam and various questions (wang knowledge and ability, including single choice and short-answer questions, the paper topic and activity design topic, the material analysis, the comprehensive quality including single choice and material analysis and writing, The interview includes structured question and answer, trial lecture and defense), while understanding the knowledge points of each plate, combing the knowledge frame with mind mapping schema. The combination of explaining knowledge points and practice of real questions, grasp the key and difficult points of the examination, and master the rules of proposition to predict the trend of the examination.

4.2. According to the characteristics of the school system, teaching students according to their aptitude

There are differences among two-year, three-year and five-year programs^[1]. Students of the two-year program need to master solid professional knowledge and skills in the secondary vocational school, and pass the third-two transition examination before entering the higher vocational school. Therefore, some students have passed the teacher qualification certificate examination in the secondary vocational school, so they are lazy in preparing for the examination. Five-year program students who graduate from junior high school and enter higher vocational education have poor cultural foundation and strong learning drive. They will work harder and harder in preparing for the teacher qualification certificate examination. Therefore, the average value of the four aspects of course certificate integration, training satisfaction before the examination, after-school test preparation and APP test preparation is the highest. After three years of intensive high school life, students of the three-year program have a good overall quality, without the pre-professional accumulation of secondary vocational schools, and become the middle layer of "sandwich cake". During the training of teacher qualification certificate, we should see the characteristics of students with different schooling system and provide targeted guidance. Two-year program students have strong practical ability and professional skills, but weak basic professional knowledge and cultural knowledge, so we should pay attention to inductive, understanding and memorizing knowledge points in the pre-exam training. The five-year program students have poor cultural foundation, so they should strengthen their cultural accomplishment, writing training and reading comprehension. The preparation for teacher qualification certificate should be carried out in the whole process of talent training, and the content of teacher qualification certificate examination should be integrated into the course teaching. Students of the 3-year program should give full play to their initiative in learning, and strengthen the professional practical training such as the organization and conservation of daily life, the creation of environment, and the design of game activities. Students with different schooling systems have different learning conditions, and the differences should be reflected in the formulation of talent training programs^[2]. The principle of individualized teaching should also be followed in the training of teacher qualification certificate.

4.3. Adjust the course plan and optimize the course content according to the module difficulty

There are corresponding courses for the contents of each module of the two examination subjects of "Nursing and Education Knowledge and Ability" and "Comprehensive Quality", but the course content is not completely consistent with the content of the teacher qualification certificate. In classroom teaching, teachers focus on the teaching of classroom knowledge, but ignore the guidance of the teacher qualification certificate examination. For example, the pre-secondary education principle module of "Nursing and Education Knowledge and Ability" is the most difficult content for students. The corresponding course of this module is "Preschool Education", which is a one-year course in terms of curriculum plan. Teachers can improve and sort out the textbooks according to the "Kindergarten Teacher Qualification Certificate Examination Syllabus". On the basis of integrating the textbook knowledge with the examination content, the school-based textbook is compiled and the curriculum content can be optimized. In the "Knowledge and ability of Nursery Education", "Comprehensive Quality" and the interview, students think that more difficult modules, just increasing the class hours and school hours cannot fundamentally solve the problem. There are many kinds of courses in preschool education major, and some knowledge points in different courses are repeated. The main

reason is the lack of overall planning and layout between courses, and the failure to integrate and sort out the repetitive content, resulting in fragmented knowledge^[3]. This needs to adjust the course plan, get rid of the overlapping and repeated course content, integrate similar or similar course content, and combine the true exam questions over the years in the classroom to explain knowledge, master the proposition law so that the test points each defeat.

4.4. "Certificate course integration + examination sprint + independent preparation" three forces

In the background of national examination, the integration of dismissal certificate is the core of curriculum reform^[4]. The content of teacher qualification certificate examination is integrated into the curriculum of preschool education major, aiming at passing the teacher qualification certificate examination and improving students' teaching ability, professional skills and comprehensive quality. Two months before the written test, experienced professional backbone teachers will give students sprint guidance in modules, including knowledge combing, teaching test preparation skills, explaining the real questions, knowledge expansion, intensive training, simulation examination, etc. After the written test, all the students were given interview guidance, and then the teacher simulated the interview process of the three links for the grouped students. Finally, the "one-to-one" microteaching of teachers and students was given guidance. The interview guidance from the whole to the individual can pay attention to the individual differences of students. According to the Interim Measures for the Qualification Examination of Primary and Secondary School Teachers, the interview mainly tests the basic qualities of teachers such as the professional cognition, psychological quality, appearance, speech expression and thinking quality of the applicants, and the basic teaching skills such as teaching design, teaching implementation and teaching evaluation. The interview mainly tests the comprehensive quality of students, among which the trial lecture section accounts for the highest score, which is also the most difficult part for students. In addition to the necessary pre-test counseling, students' trial lecture level should be gradually improved in classroom teaching based on the requirements of the Professional Standards for Kindergarten Teachers. For example, assign group report homework, individual teaching ability display, design activity program, arrange kindergarten internship and probation, etc., so as to improve the interview pass rate. In the process of exam preparation, students should give full play to their autonomy in learning, form a learning group to supervise each other, use fragmented time to swipe questions on the learning APP, and make full use of learning time and resources^[5].

5. Conclusions

The teacher qualification certificate examination is not only a big test for students majoring in preschool education in higher vocational colleges, but also an important measure to guarantee the quality of teachers. The guidance of teacher qualification examination should run through the whole process of talent training, and promote the education and teaching reform of preschool education specialty in higher vocational colleges, so as to cultivate a team of kindergarten teachers with noble teachers' ethics and excellent professional skills.

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