

# Research on the Path of Constructing "Double-qualified" Teachers in Preschool Education Specialty

**Laling Dong**

*Xinjiang Teacher's College, Urumqi, Xinjiang 830000, China*

**Abstract:** *Firstly, this paper starts with the importance of accelerating the construction of "double-qualified" teachers in preschool education major in college-level normal colleges in remote areas of northwest China, and outlines the connotation of "double-qualified" teachers in preschool education major in higher vocational colleges through literature review. Then, it is put forward that through "resident training", "all-staff training based on alliance", "layered training" and "order-based training", the problems such as lack of talents in the process of building "double-qualified" teachers in preschool education major of college-level normal colleges in northwest remote areas can be effectively solved.*

**Keywords:** *Northwest remote areas; Higher vocational colleges; Preschool education major; Double-qualified teacher*

## 1. Introduction

In August 2019, the Ministry of Education and other four departments jointly issued the "Implementation Plan for Deepening the Reform of the Construction of" Double-qualified "Teachers in Vocational Education in the New Era", which clearly pointed out that it is necessary to basically build a high-quality "double-qualified" teacher team with high morality, exquisite skills, and full of vitality; In October 2020, the Central Committee of the Communist Party of China and the State Council pointed out in the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era" that it is necessary to improve the evaluation of vocational schools and focus on the construction of "double-qualified" teachers. By 2022, the "double-qualified" teachers in vocational colleges will account for more than half of professional teachers. How can higher vocational normal colleges in the remote areas of northwest China meet the national requirements and effectively implement the construction of "double-qualified" teachers in preschool education?

## 2. The importance of the construction of "double-qualified" teachers in preschool education

The development of education in the remote areas of northwest China affects the balanced development of education in China. Northwest China should pay great attention to the quality of education and improve people's spiritual life through education. General Secretary Xi Jinping pointed out that the development of education should be regarded as the fundamental solution, and the emphasis should be placed on preschool education and vocational education. [1] Paying attention to early childhood education and blocking intergenerational transmission of poverty from early life is very important for the long-term development of poverty-stricken areas in Northwest China. According to the data of Statistical Bulletin on Educational Development published on the official website of the Education Department of a province in Northwest China, the gross enrollment rate of preschool education reached 97.51% in 2019, which basically achieved the goal of "every kindergarten for preschool-age children" in the whole region. With the realization of China's comprehensive poverty alleviation, people's living standards in the remote areas of Northwest China have been continuously improved, and their spiritual culture has become richer, The happiness of "having a good child" has just arrived, and the expectation of "going to school" is bound to follow. How to provide higher quality preschool education for local people is a problem that we must think about.

### **3. The connotation of "double-qualified" teachers in preschool education**

Through the analysis of the existing research on "double-qualified" teachers in preschool education, researchers mainly pay attention to three directions: First, how to improve the "double-qualified" literacy of preschool education teachers [2] [3]; The second is how to speed up the construction of "double-qualified" teachers [4] [5]; Third, the research on the problems and countermeasures of "double-qualified" teacher training in the cooperation between colleges and parks [6][7][8]. When these three kinds of researchers involved in the concept of "double-qualified" teachers in preschool education, they grafted the concept of "double-qualified" teachers in vocational education directly into preschool education, but did not deeply integrate the two. Through analysis, the author thinks:

The "double-qualified" teachers of preschool education major should be a kind of teachers who combine morality and technology with education and training, have solid teaching ability of preschool education major, can skillfully transform professional theoretical knowledge into children, and can also guide preschool normal students to carry out preschool education practice.

Then, how to cultivate the "double-qualified" quality of preschool education teachers? How to build a team of "double-qualified" teachers?

### **4. The way to build the "double-qualified" teachers in preschool education**

According to China's national conditions, preschool education teachers are scarce, especially in the remote areas of northwest China, We can't only hope to introduce high-quality teachers from outside, but also need a lot of localized training. It is very important to make up the shortcomings and revitalize the existing "stock" in terms of quality.

#### ***4.1. Immersion in the garden practice.***

In recent years, many young teachers of specialized courses have been newly introduced in the remote provinces of Northwest China, Most of them lack practical experience in kindergarten work, are unfamiliar with children's education and lack practical skills, which makes it difficult to change the teaching content into children. We can send such teachers to local high-quality kindergartens for immersion work for at least one year, from observing children's daily life, kindergarten environment creation, nutrition matching of three meals, to observing children's characteristics, behavior performance, infant care and health care of different ages, and then to kindergarten teaching, game activities, teaching and research activities, large-scale activities, etc., forming a comprehensive perception of kindergarten work. At the same time, we can learn about the development of kindergartens in different regions and at different levels by means of the exchange opportunities. Through on-the-spot experience, find educational problems and seek solutions. The significance of this approach lies in: as a professional teacher who trains preschool normal students, he should have an in-depth understanding of the future career of the trained normal students, On this basis, he can combine the needs of the industry, connect the classroom theoretical knowledge with the real situation, and then realize the seamless connection between talent training and the job market. Infiltration of the real situation in kindergarten can not only enable teachers of this major to acquire tacit knowledge of teaching itself, but also gain peak experience of the intrinsic value of the major. Localized garden-based training can not only train preschool education "double-qualified" teachers suitable for local learning conditions, but also reserve reserve forces for local preschool education development and teacher training in both theory and practice.

#### ***4.2. Construct a new training mode of "hierarchical", "order-based" and "alliance-based teaching and all-staff".***

Drawing lessons from the pre-service training model of German vocational education teachers, we can try to construct a new training model suitable for the "double-qualified" teachers of preschool education major in Northwest China, that is, to train front-line preschool teachers with many years of teaching experience and "teaching whites" with the ideal of preschool education by adopting "hierarchical" training, "order-oriented" training and "alliance-based teaching and all-staff training".

##### ***4.2.1. "Hierarchical" training.***

Strong practical teaching ability may not be proficient in the principles behind education and

teaching, but solid theoretical knowledge can better guide scientific practical teaching. This can not only support the "double-qualified" excellent teachers for the teachers' colleges with weak preschool education in the remote areas of Northwest China, but also reserve outstanding backbone training teachers for the development of preschool education in the remote areas of Northwest China.

#### **4.2.2. "Order-based" directional cultivation.**

The "Training Program for High-level Key Talents of Ethnic Minorities", referred to as the "Less Work Program", is jointly implemented by the Ministry of Education, the Development and Reform Commission and other five ministries and commissions to train high-level key talents for the western regions and ethnic minority areas. The program began in 2006, when it focused on recruiting employees in the fields of education (bilingual teachers), agriculture and animal husbandry, medicine, minority languages and characteristic culture and art, information technology, economy, energy and public utilities management.

According to the policy, the recruiting units should focus on the actual demand for talents in poverty alleviation and difficulties tackling's strategic tasks, and train urgently needed talents for ethnic minority areas. At present, there is a shortage of "double-qualified" teachers in preschool education major in northwest ethnic autonomous areas, With the help of "less work plan", a group of high-level "double-qualified" talents in preschool education major can be trained in an order-oriented manner, These students will return to their hometown to teach after graduation, which will not only stabilize the local teachers, but also improve the "double-qualified" quality of the teachers in local teachers' colleges. We can refer to the "special plan" in the 2020 "less work" enrollment plan, imitate the two majors of Master of Public Administration and Master of Medicine, and list the special enrollment plan for pre-school graduates, so as to encourage graduates with previous degrees and masters to apply for this major, thus speeding up the training of "double-qualified" teachers in pre-school education.

#### **4.2.3. The training of "all-staff education in alliance".**

In order to train "double-qualified" teachers in preschool education, teachers colleges in remote areas of northwest China must get strong policy support from local government. Relying on government organizations, we should actively introduce high-quality teachers from non-governmental organizations and enterprises, explore the establishment of education parks in this area, build a local training and learning community, and form an education alliance to solve the problem of low quality of pre-school teachers in this area. The alliance members presuppose: one government organization department, three universities, five social preschool education institutions and seven high-quality public kindergartens. High-quality teachers with rich experience and enthusiasm for teaching and research are selected from member units,

According to the general idea of "resource sharing, teaching tour and joint teaching and research", the teachers' teaching mechanism in the park is implemented to realize that "students" do not move teachers, and actively solve the problems of on-the-job teachers of preschool education major in teachers colleges in remote areas of northwest China, such as the difficulty of going out for training and leaving their posts, the shortage of existing professional teachers, the shortage of high-quality teachers and the lack of practical teaching ability, etc., and turn the alliance into a "double-type" preschool education in the new era

## **5. Conclusion**

Pre-school education is the initial stage of systematic school education in life, Children's experiences and experiences in this period and their social development on this basis will affect their whole life. Preschool education is a major with high theoretical and practical skills. It is of great significance for the development of preschool education in the remote areas of northwest China to improve the double-qualification skills of preschool education teachers. Based on the present and focusing on the future, it is the right choice to take the road of applied talents training and development for local college-level teachers' colleges in the remote areas of Northwest China. In order to cultivate preschool education talents who adapt to the local social development and have excellent theoretical and practical skills, it is necessary to build an excellent "double-qualified" teacher team of preschool education specialty. Only when the internal driving force and the external driving force work together can we jointly promote the professional growth of "double-qualified" teachers in preschool education. It is hoped that the above suggestions can provide some reference for the construction of "double-qualified" teachers in pre-school education major in college-level normal colleges in the

remote areas of Northwest China, and can really train a group of "double-qualified" teachers for local conditions.

### References

- [1] Wang Jiayi, Feng Qingyun, Zhang Jin, *Education and Accurate Poverty Alleviation [J]*, *Education Research*, 2016, 37(07):12-21 .
- [2] Meng Yajie, *Thinking about the growth of "double-qualified" teachers in pre-school education in secondary vocational schools [J]*, *Vocational Technology*, 2011(07):94 .
- [3] Liu Haifang, *Talking about the improvement of dual-qualification quality of preschool education teachers in colleges and universities [J]*, *China National Expo*, 2019(03):99-100 .
- [4] Cao Li. *Problems and measures in the construction of "double-qualified" teachers — Taking preschool education as an example [J]*, *Education Theory and Practice*, 2009, 29(09):39-41 .
- [5] Du Xizhou, Li Yongxia, *The path of the construction of "double-qualified" teachers from the perspective of evaluation-taking the preschool education major of Hengshui University as an example [J]*, *Journal of Hengshui University*, 2014, 16(05):117-120 .
- [6] Zuo Ruihong, Jiang Shanshan, *Exploring the training mode of dual-qualified teachers in preschool education major in colleges and universities [J]*, *Journal of Daqing Teachers College*, 2017, 37(04):146-148 .
- [7] Gong Yanping, *The problems and countermeasures of cultivating "double-qualified" teachers by cooperation between kindergarten and school-taking preschool education major in kindergarten and college as an example [J]*, *journal of Ningbo institute of education*, 2019, 21(01):47-50+58 .
- [8] Li Aixiang, Ju Jinxiang, *From the perspective of cooperation between colleges and parks, the training path of "double-qualified" teachers in preschool education specialty [J]*, *China Rural Education*, 2019(08):65+70 .