Vol.2 No.6 2021
https://doi.org/10.37420/j.cer.2021.047

Analysis of the Current Situation of Talent Cultivation Mode of Preschool Education Majors in Teacher Training Colleges

Lu Xing*
Changsha Normal University, Changsha, China
*Corresponding author, e-mail: 1715180516@qq.com

Abstract: *As the enrollment scale of Chinese colleges and universities continues to expand and the pace of transformation of colleges and independent colleges into undergraduate institutions accelerates, and the rapid economic and social development puts forward higher requirements for early childhood teachers, preschool education majors at the undergraduate level in teacher training colleges will face new challenges and opportunities. Through the statistical analysis of preschool education majors in Changsha Normal College since the opening of the school, the existing school system, basic conditions, enrollment, employment direction, and the needs of employers, the article discusses the problems of the existing mode of training preschool education majors from three perspectives: society, school, and preschool education students.*

Keywords: *Changsha Normal College; Preschool education; Applied undergraduate; Talent training*

Introduction

Changsha Normal College is a full-time public undergraduate institution organized by the People's Government of Hunan Province, China, with 26 undergraduate majors covering various disciplines such as education, art, literature, science, engineering, and management. The university has a number of disciplinary platforms such as National Research Center for Early Childhood Sports Development, Health China and Early Childhood Physical Fitness Promotion Research Base, Hunan Provincial Preschool Education Research Center, Hunan Provincial Early Childhood Education Teacher Training Center, etc. As one of the undergraduate majors in education, the preschool education program of Changsha Normal College is now under the College of Preschool Education, and how to cultivate preschool education talents that both meet the characteristics of this institution and adapt to the needs of society is the the core issue of this paper is mainly explored.

Existing School System and Basic Conditions for Preschool Education Majors

Founded in 1950, preschool education major of Changsha Normal College became the first batch of undergraduate majors set up by the university in 2013, and is a publicly funded directed teacher training major of preschool education in Hunan Province starting from junior high school. The major has a long

history of operation and has formed four existing directions in preschool education in continuous exploration, which are: preschool education career development, preschool child development and education, kindergarten curriculum and teaching, and preschool teacher education. There are 117 faculty members, including 103 full-time teachers. Among the full-time teachers, there are 28 people with associate or higher titles (7 with positive titles), accounting for 25.3%; 19 doctors (including 7 in study) and 86 people with master's degree or higher, accounting for 83.5%. Although the faculty of preschool education has rich teaching experience and relevant work experience, the unreasonable structure of titles and weak research ability are the key problems. The major of preschool education mainly relies on the original faculty of preschool education specialty and the subsequent expansion of equipment and other resources to carry out the major construction. At present, there are 4 experimental and practical training centers, 137 practice and teaching bases of preschool education specialty.It has a professional support platform for the integration of theory and practice, which is composed of the magazine "Research on Preschool Education" (CSSCI source journal), Hunan Preschool Education Research Institute, Hunan Preschool Education Association, Hunan Preschool Education Teacher Training Center, Hunan Preschool Education Research Center, a professional support platform composed of 3 affiliated kindergartens and 4 affiliated primary schools that integrate theory and practice. The training of talents is distinctive, and the whole course of study includes "professional exposure (mainly practical training in nursing and kindergarten life, observation of children's psychological development and curriculum experiments), professional intervention (mainly practical training in games and professional curriculum apprenticeship), professional research (mainly practical training and intensive practical training in pedagogical courses), and professional application. The practical teaching system of "professional application (mainly graduation internship, thesis and design, social practice and innovation activities)" is in line with the market demand, and the performance of preschool education graduates from Changsha Normal College is generally more outstanding compared with those from the same level institutions after they reach the workplace.

How to find the right development goal and discipline positioning among the long-established and well-recognized professions of this university, other preschool education majors in this province, and even higher teacher training colleges and universities in China, so as to cultivate high-quality applied talents who are good at "teaching, research and management of children's education" to serve the society, is related to the survival of the next generation of Chinese people and national development.

Talent Cultivation Mode of Preschool Education Majors

Promote OBE Concept and Adhere to Moral Education

In accordance with the OBE concept of "student-centered, output-oriented, and continuous improvement", the college has conscientiously implemented the socialist thought of Xi Jinping for a new era and the spirit of the 19th Party Congress, adhered to the guideline of cultivating "socialist builders and successors". And compared with the new standards and requirements of kindergarten teachers in the new era, strengthened the revision and validation of the training program, further optimized the training objectives and graduation requirements, and improved the curriculum system and running conditions, as well as the quality control system, curriculum system, practical teaching system, and graduation requirements. In order to further

Vol.2 No.6 2021
https://doi.org/10.37420/j.cer.2021.047

optimize the training objectives and graduation requirements, improve the curriculum system and school conditions, as well as the quality control system, curriculum system, practical teaching system, quality control system, and related teaching conditions, and effectively put into practice the fundamental task of "building moral character and educating people". The fundamental task of "establishing moral education" is implemented and detailed into the whole process of talent training.

Build UGK + System and Insist on Collaborative Education

Based on the previous experience of "school-kindergarten-government" tripartite cooperation, the college has further expanded the scope of cooperation, strengthened cooperation with enterprises and research institutions, and built a five-in-one education platform of UGKCS (universities, government, kindergartens, companies, and scientific research institution), such as co-establishing a laboratory and early education research institute with Hubei Elephant Early Childhood Education Group and Red Yellow Blue Education Organization. In addition, the college cooperates with Beijing Normal University, Nanjing Normal University, East China Normal University, Central China Normal University, Hunan Normal University, Weber State University, Hunan Institute of Preschool Education, Hunan Academy of Educational Science, Hunan Preschool Education Association, Changsha County Education Research centers and other universities and scientific research institutes have carried out multi-party research cooperation, and have established a relatively complete "training goal coordination", "faculty team coordination", "education resource coordination" and "management mechanism coordination" four cooperative education mechanisms.

Analysis of Enrollment and Employment in Preschool Education

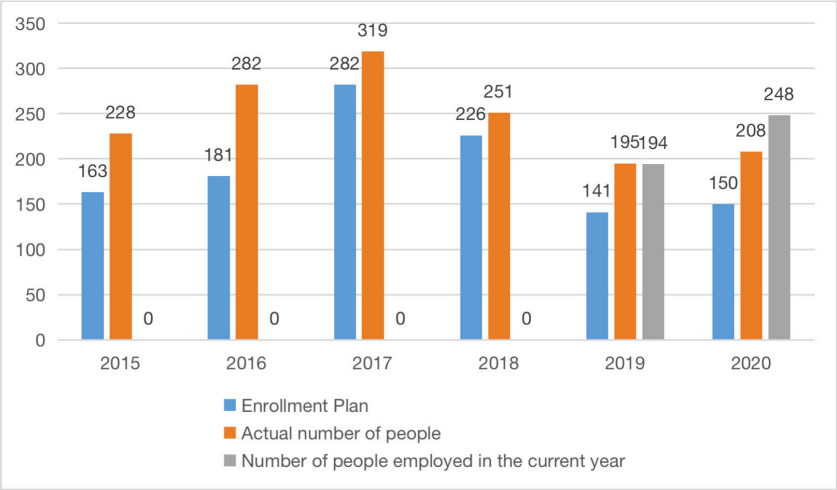


Figure 1. Histogram of preschool education enrollment and employment trends, 2015-2020
(Source: Relevant documents and academic affairs system of the College of Preschool Education, Changsha Normal University. 2015, 2016, 2017 and 2018 employment data are 0 as there were no undergraduate graduates. data statistics are as of March 2021.)

With the continuous expansion of college enrollment, the employment competitiveness and employment situation of preschool education students graduating from teacher training colleges and universities has

become more and more severe and complicated. The following chart shows the enrollment and employment statistics of preschool education undergraduate majors since the enrollment in 2015, and the data show that the professional expansion has developed rapidly, and the students intending to study preschool education far exceed the annual school enrollment plan. Each year, more students from Changsha Normal College apply to transfer to the preschool education program, resulting in the actual number of students who end up in the preschool education program far exceeding the annual enrollment plan, a phenomenon that will peak in 2019 and 2020 and continue to rise. The initial employment rate of the school's first undergraduate students majoring in preschool education is above 85.21%, and in 2020, under the impact of the epidemic, the figure continues to rise from 2019, reaching 87.84%, and it can be said that the employment situation is ahead of other traditional dominant majors or other teacher training majors of the school.

Problems of Personnel Training in Preschool Education

The Construction of Faculty Needs to be Further Optimized

In recent years, a number of excellent master's degree students have been introduced to the preschool education program, which has enriched the teaching team, but also caused the preschool education faculty to be younger in age structure. The teaching and research experience of young teachers is still relatively lacking, and the accumulation of teaching and research achievements is less. At present, there are fewer teachers with senior titles in preschool education, especially professors, and the number of high-level subject leaders is insufficient, and the total number of high-level talents of all kinds is low, especially high-level talents with overseas academic backgrounds are lacking.

Awareness of Continuous Improvement of Teaching Quality is Weak

Some faculty members have been teaching one or several courses for a long time, and the teaching contents and methods rarely change in the face of different students; some faculty members lack the awareness of continuous improvement of teaching, or have the awareness of improvement but lag in action.

Comparing the personnel training programs of preschool education majors in many universities in China and Hunan Province, we know that the mandatory public courses and mandatory professional courses offered by preschool education majors in each university are similar in terms of semester, credit hour and credit arrangement. According to the research, students' organizational and coordination skills, communication skills and contract management skills are highly valued by employers, but these are difficult to be achieved by freshmen in preschool education. The reason for this is that the existing personnel training programs have not focused on the abilities and qualities that students need for employment and future work.

To sum up, the problems of faculty strength and structure of preschool education in Changsha Normal College are outstanding, and how to cultivate high-quality applied talents in preschool education for the society is a long-term issue in front of us. The future road needs continuous practice to feel, innovate and summarize experience, and continuous improvement, combined with the improvement of faculty strength, strong investment in laboratory construction, continuous improvement of curriculum teaching, and dynamic

Vol.2 No.6 2021
https://doi.org/10.37420/j.cer.2021.047

adjustment of practical teaching system, the preschool education major of Changsha Normal College can become more and more solid and stronger, and the high-quality talents we cultivate can better adapt to the society and serve the society.

References

Wang, J., & Du, W. (2021). Strategies for developing vocational core competencies of preschool graduates. *Science Advisory (Educational Research)* .06, 57-58.

Lu, Y. F., Song, We. X., & Li, H. P. (2021). A study on curriculum reconstruction of preschool education majors in the context of teacher education professional accreditation - taking Xingtai College preschool education undergraduate program as an example. *Journal of Xingtai College*, 36(02), 70-75.

Liu, Q. (2021). New kindergarten teachers' professional adaptation problems and enhancement strategies. *New Curriculum Studies*, 15, 108-111.

Wang, H. X., & Zhang, H. X. (2021). A comparative study on talent training programs of preschool education undergraduate majors in Beijing, Tianjin and Hebei universities. *Industry and Technology Forum*, 20(07), 102-103.

Research on the training program of preschool education undergraduates in higher education institutions in China. (2013). [Master's Dissertation, Southwest University].

Liu, T. E. (2015). *A study on the curriculum of undergraduate pre-teacher education in colleges and universities* [Doctoral Dissertation, Huazhong Normal University] .

Li, X. Q. (2018). Research on talent cultivation of preschool education majors--a comparison based on domestic preschool education undergraduate and college talent cultivation programs. *Modern Education Science*, 08, 134-139.

Wen, H. M. (2018). *Research on talent training program of applied undergraduate preschool education majors* [Master's Dissertation, Ningxia University].

Wang, H. X. (2021). Research on the adjustment and reform of preschool education curriculum in applied undergraduate institutions. *Industry and Technology Forum*, 20(10), 119-120.

National first-class majors in preschool education. (2021). *Journal of Tibetan University for Nationalities (Philosophy and Social Science Edition),* 42(02), 2, 157.