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An Exploration of Practice Teaching in Preschool Education

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Abstract: *In the context of China's continuous economic and social development, the market demand for preschool education has constantly increased the ability and quality requirements of preschool teachers. Therefore, the construction of a scientific and effective practical teaching system for preschool education is an inevitable requirement of social development for the cultivation of preschool education majors. This paper summarizes and analyzes the current practical teaching cultivation system of preschool education majors in ChangSha Normal University, finds the weak links in the educational practice courses of preschool education majors, improves the quality assurance system of practical teaching in preschool education majors, and promotes the continuous improvement of practical teaching.*

Keywords: *ChangSha Normal University; Preschool education; Practical teaching; Talent cultivation*

Introduction

ChangSha Normal University 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 school has a number of disciplinary platforms such as National Research Center for Early Childhood Sports Development, Research Base for Healthy China and Early Childhood Physical Fitness Promotion, Hunan Provincial Preschool Education Research Center, Hunan Provincial Early Childhood Education Teacher Training Center, etc. The preschool education major of ChangSha Normal University has a 70-year training history, and has accumulated a lot of practical education experience in the process, and along the way, the excellent level of practical education has become ChangSha Normal University's preschool education major features, graduating students are highly sought after in the market in the region.

The Current Situation of Collaborative Education Construction in Preschool Education

"Trinity" Collaborative Training Mechanism

The "Trinity" means that universities, kindergartens, and local educational administrative departments establish a collaborative training mechanism with clear authority and responsibility, stability and coordination, and win-win cooperation, forming a cooperative community with integrated teacher training, training, research, and service. The preschool education program of ChangSha Normal University has always attached

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importance to the cooperative relationship established with local education administrative departments and kindergartens, and actively explored the training mechanism of three-party collaborative education.

(1) Actively promote the good practices of the exemplary practice teaching bases and employ front-line kindergarten backbone teachers to participate in the process of training talents on campus, so as to deeply promote the good development of the collaborative education mechanism. The college and 19 practice teaching bases will work together to build a more scientific and reasonable collaborative nurturing mechanism to build a high-standard, demanding, and all-round practice exercise and growth platform for interns, while high-quality practice teaching teachers will inject great vitality into the professional growth of the college's teacher-training students.

(2) Institutional guarantee. The university has issued the "ChangSha Normal University Off-Campus Practice Teaching Base Construction and Management Measures (for trial implementation)", "ChangSha Normal University Co-Building Internship Base Agreement", and "ChangSha Normal University Off-Campus Practice Teaching Base Management Process" to provide institutionalized and normalized guarantee for collaborative education.

A Collaborative Community for the Integration of Teacher Training, Training, Research and Service

With "teacher professional development and cooperative research" as the main theme, the school has formed an integrated cooperative community of kindergarten teacher training, training, research and service, relying on the exemplary base of the "National Training Program" of the Chinese Ministry of Education and the training base of early childhood teachers in Hunan Province, China.

ChangSha Normal University has established long-term friendly practice base cooperation with 61 provincial-level model kindergartens and distinctive public inclusive kindergartens re-selected in Hunan Province as quality practice bases for preschool education majors. Local people's governments are mainly responsible for the macro management of early childhood teacher training, the development and management of institutional programs; practice base kindergartens are mainly responsible for completing the tasks of apprenticeship, internship and research for students of this major; preschool education majors are mainly responsible for the implementation related to the training and training of early childhood teachers, and providing theoretical guidance. In 2019, especially the selection of educational internship bases was kept under control, and a total of 34 undergraduate educational internship units were selected, including 21 kindergartens, 10 primary and secondary schools and 3 hospitals, and a total of 50 specialist educational internship units were selected. All the kindergartens for undergraduate internship in preschool education are provincial, urban and county model kindergartens, provincial private backbone kindergartens or Changsha first- and second-level inclusive kindergartens. The overall quality of the internship units has been greatly improved compared with previous years, and their superior internship conditions, professional guidance force, and characteristic educational activities have provided good conditions for the graduates' internship.

Effectiveness of the Trinity Collaborative Education Effort

Through the educational synergy formed by the local government, the educational practice base and the school's profession, we strive to make each graduate grow into an excellent kindergarten teacher with educational sentiment, good teaching ethics, solid professional knowledge and professional ability under the "Trinity" collaborative training mechanism. In the past five years, the school has trained 326 outstanding graduates in this way, contributing to the cause of preschool education in Hunan Province and the whole country.

Selection of Practical Teaching Bases

The practice teaching bases are relatively stable and can provide a suitable educational practice environment and internship guidance to meet the educational practice needs of teacher trainees. There is no less than one educational practice base for every 20 internship students.

Basic Information about the Internship Site

The preschool education program has signed internship base training agreements with 20 provincial model kindergartens in Hunan Province. Each kindergarten has good hardware facilities, first-class teachers and a harmonious humanistic environment. In the course of internship and training, each kindergarten can accept 20 students per year, and the maximum number of students in this major has not exceeded 100 in recent years, which meets the requirement of "not less than 1 educational practice base for every 20 interns". Students spend at least one week each semester in kindergartens for apprenticeship or observation, and in the first semester of their senior year, they have a three-month educational internship. The bases are mainly responsible for guiding students in training and practicing childcare work, designing, organizing and implementing educational and teaching activities, and managing kindergarten classes.

System of Operation and Effectiveness of the Internship Base

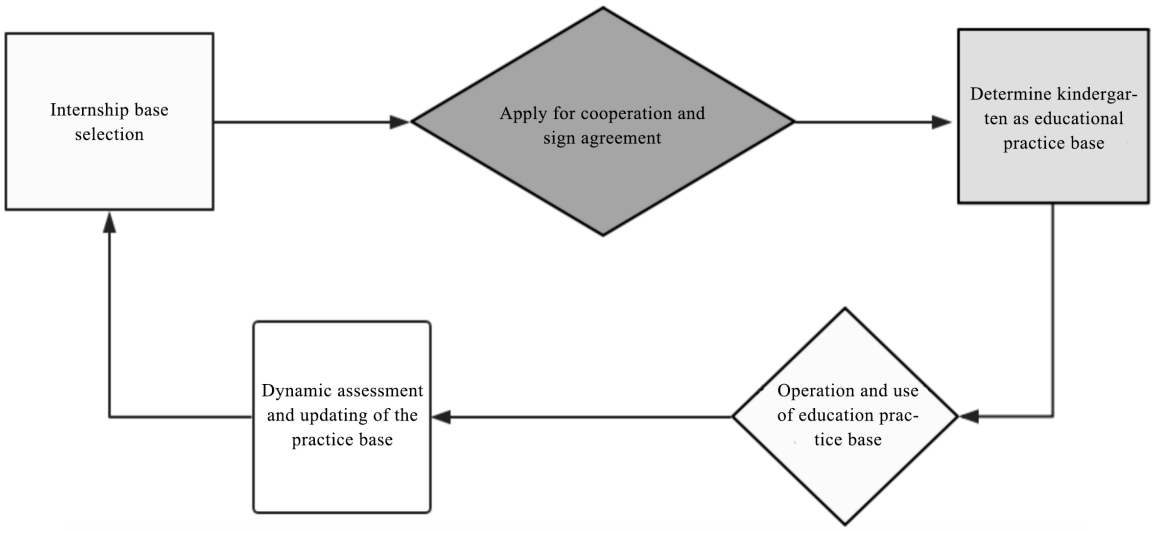

Figure 1. Process of practice base selection and management

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The preschool education majors establish the mechanism of selection, elimination and development of internship training bases and formulate the management methods of internship training bases in accordance with the approach of internship training management bases of ChangSha Normal University, taking into account the characteristics and actual situation of the majors. A number of provincial model kindergartens with good hardware facilities, excellent teachers, advanced educational concepts and good at learning and summarizing are selected as the internship and training bases of the major. By signing an agreement, the responsibilities of both sides are clarified and the education of students is collaborated. From time to time, ChangSha Normal University conducts inspection and evaluation at the internship bases, gives commendation to the excellent internship bases, and asks for a deadline to rectify or withdraw the unqualified ones, so as to standardize the construction and management of the internship bases.

Practical Teaching System Construction

The practical teaching system is complete, and professional practice and educational practice are organically integrated. Educational apprenticeship, educational internship and educational research are integrated, covering teacher moral experience, teaching practice, classroom management practice and teaching and research practice, etc., and are organically connected with other educational links. The total duration of educational practice is at least one semester. Schools organize educational internships centrally and guarantee the number of hours of classes during the internship for teacher trainees.

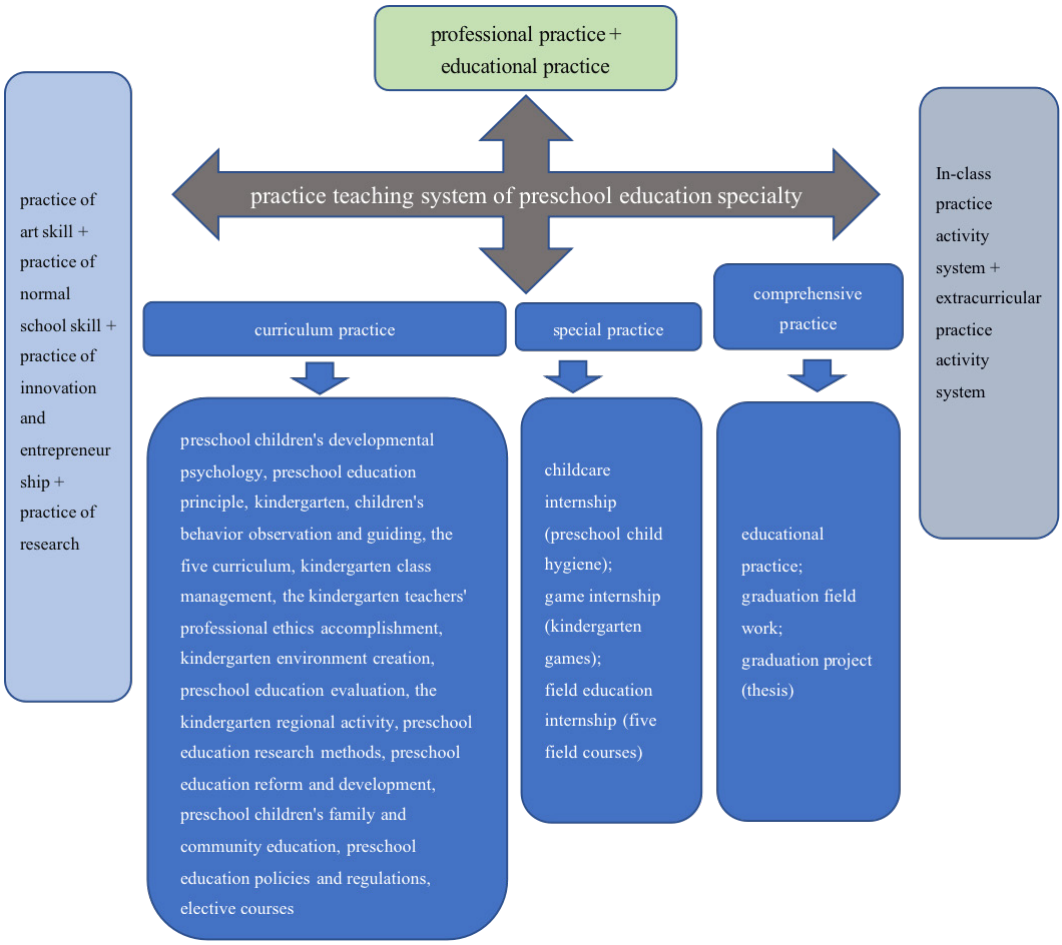

Figure 2. Practical Teaching System

The teaching practice system of preschool education is designed according to the framework of "all-through", and the system is complete (See Figure 2). Based on the relevant educational theories and with reference to domestic and foreign experiences, the teaching practice system is built by combining professional practice with educational practice; combining the system of in-class practice activities with the system of extra-curricular practice activities; combining the practice of artistic skills with the practice of teacher training skills, practice of innovation and entrepreneurship, and practice of research, which is adapted to the requirements of the excellent teacher training program and the development needs of students in the excellent class. It can be divided into three major sections: course practice, special practice and comprehensive practice.

Mentorship Selection and Mentorship Assessment Rules

A "double-tutor" system is in place whereby university teachers and outstanding kindergarten teachers jointly guide educational practices. There are systems and measures for selecting, training, evaluating and supporting teachers for educational practice. The number of "double-tutor" is sufficient, relatively stable, with clear responsibilities and powers, and they are able to perform their duties effectively.

The "Double-tutor" System

In order to ensure the quality of students' education and practice, the school has established a "double-tutor" system, which provides comprehensive assessment of the tutors' performance of their duties and the quality of their tutorial work; it has also established measures including teacher selection, teacher deployment, tutorial methods, capacity enhancement, assurance measures and multiple assessments (See Table 1).

Table 1. Specific implementation measures of the "double-tutor" system

Segment	Specific measures
Mentor Selection	Mentors are selected in accordance with the Supplementary Regulations on the Management of Part-time Teachers in Teacher Education, with reference criteria including quantitative indicators such as the condition of the mentor's title, publication of academic papers, research funding, practical ability, and practical assessment.
Teacher staffing	In order to ensure that the number of "double-tutor" is sufficient and the work is carried out in place, in terms of teacher deployment, it is necessary to ensure that two practice teams are matched with a professional lead teacher, four students are matched with a kindergarten instructor, and there are instructors who are responsible for the work of class teachers and administrative work.

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Assurance measures	A college education practice teaching leadership group is established to provide proper guidance. For the leading teachers, there is a financial policy inclination; business training for kindergarten instructors is provided and guaranteed.
Guidance requirements	Professional instructors provide weekly individual instruction to students; kindergarten instructors provide biweekly group instruction. In addition, teachers supervise more than one trial and review lesson per student intern and more than two lessons per student listener; monthly visits are made to the student's internship school during the internship.
Professional advancement	The school holds regular meetings with internship instructors, strengthens the training of teachers through special training, cooperative research and seminars, and strengthens the practical training link to promote the ability of instructors.
Multi-assessment	Teachers' report: teachers' self-evaluation of their teaching ability and supervision work; college assessment: college's overall assessment of the performance and quality of supervision of the "double-tutor"; students' evaluation: students' questionnaires and students' internship records are used.

Specific Measures for "Double-tutor" of Educational Practices

Specific measures to guide the practice of professional instructors in the school: improve students' teaching ability through pre-teaching, listening, speaking and evaluating activities and organizing and guiding kindergarten day activities; guide students' teaching skills through guiding them in educational activity design and fragment teaching, train and select outstanding students to participate in various skill competitions, and improve students' research and practice ability.

Specific measures for kindergarten instructors to guide educational practice include, first, guiding interns to complete teaching skills training tasks and mastering solid educational and teaching skills. Secondly, they guide interns in lesson preparation and teaching design, actively participate in listening to and evaluating lessons, help interns complete their apprenticeship, internship and research tasks, lead interns to participate in classroom management, and improve interns' educational and teaching abilities. Finally, the interns are instructed to learn to apply modern educational technology, to design and produce courseware, to help the interns develop teaching cases and curriculum resources, to actively participate in teaching project research and to guide the interns in basic education teaching research.

"Double-tutor" and Professional Training

The College adopts diversified forms of guidance, provides multi-level guidance contents, and organizes instructors to conduct business guidance and professional training in a systematic manner. The college convenes "internship seminars" and "base construction seminars" to provide intensive training for members of the "double-tutor", and hires experts to give lectures to improve the level of guidance. After the assignment

of internship is issued, the school organizes the forces, issues the "Work Guide for Teachers of Educational Internship in Preschool Education", and hires teachers specialized in the subject to provide professional guidance and training for professional instructors; before the internship team enters the site, the relevant leaders of the internship school assign the tasks, explain the work flow and precautions, and issue the "Work Guide for Teachers of Educational Internship" to guide kindergarten teachers.

Dynamic Assessment of the "Double-tutor" System

The assessment of professional instructors within the school is based on a dual evaluation of the instructors by the college (kindergarten) and the instructors by the students, with comprehensive assessment and dynamic adjustment based on the instructors' performance of their duties, the quality of their work, the importance of their teaching and research tasks and the students' willingness to study. The regular evaluation of kindergarten instructors is mainly the responsibility of the college, and the dynamic adjustment is delegated to kindergartens, and in principle, the appointment is made once a year by the leaders and key teachers of kindergartens; the criteria are mainly the performance of duties and the quality of instructing work of the "double instructors"; multiple evaluation methods are used, such as teachers' report, students' The criteria are mainly the performance of the "double-tutor" and the quality of the tutoring work; the multiple assessment methods are adopted, such as teachers' report, students' evaluation, professional and departmental assessment; and the assessment and evaluation mechanism is adjusted regularly according to the comprehensive evaluation of tutors by colleges, kindergartens and students, etc.

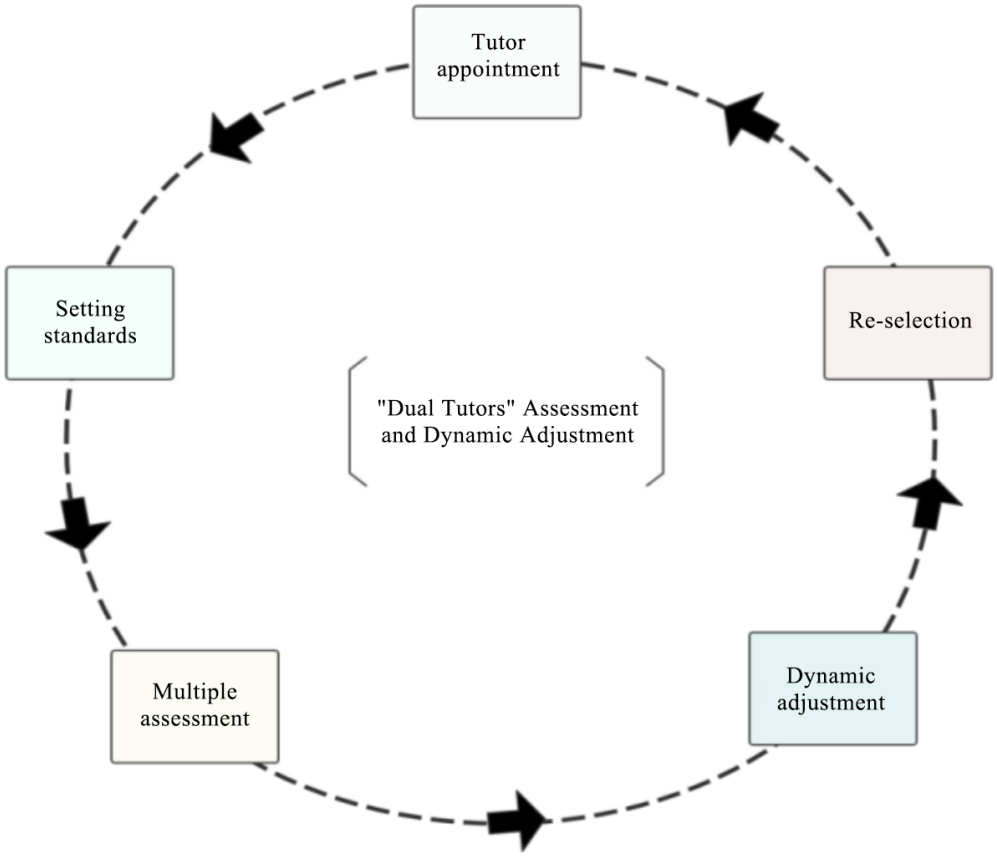

Figure 3. "Double-tutor" Assessment and Dynamic Adjustment

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Evaluation of Practice Teaching Management

The management of educational practices is more standardized, and quality control of key aspects can be implemented. A system of evaluation and improvement of educational practice is implemented. The performance of educational practice is effectively evaluated in accordance with relevant standards.

Practical Teaching Management System and Measures

Based on the characteristics of the major and the requirements of the new era, the major has formulated a code of practice management for preschool education students, which provides detailed regulations on the management personnel, organizational requirements, management system, financial management and internship requirements in the practice study. In the 18-week educational internship in senior year, in order to ensure a seamless connection between theory and practice, a "double-tutor" system is adopted, in which each intern is assigned with a professional instructor and a kindergarten practice instructor. The final grades of students are evaluated by both teachers at the same time, based on the students' performance in the practical process, the evaluation of the class and the investigation report on the educational practice, and the formation of the students' internship handbook.

Evaluation and Assessment of Educational Practices

According to the relevant internship documents of ChangSha Normal University, the criteria for reflecting on educational practice of this major are formulated, which mainly include three parts: educational practice standards, assessment and evaluation methods, and effect analysis. The assessment and evaluation of educational practice mainly adopts the combination of self-assessment and other assessment, and the combination of process evaluation and result evaluation. Students reflect on educational practice activities by evaluating themselves in practice, and teachers and students jointly complete the evaluation of students in the educational practice handbook. As for the teacher evaluation, it mainly includes the evaluation of the teachers in the educational practice base and the evaluation of the students by the teachers in the school, and the evaluation of the students' nursing work, lesson plan design, pre-talk practice, teaching methods, teaching aids application, teaching organization, teaching effect, home co-education, listening to and evaluating the lessons according to the Evaluation Criteria for the Internship Performance Assessment of Preschool Education Undergraduates in the College of Education (Kindergarten Teacher Version) by the teachers in the practice base The evaluation conducted, as well as the evaluation of the students' evaluation classes, educational investigation and research reports by the school teachers according to the "Evaluation Criteria for the Practice Performance Assessment of Pre-school Education Undergraduates in the School of Education (School Teachers' Version)".

Teaching Individualized Education and Guidance

The major takes into account the different situations of different students, based on the principle of teaching according to their abilities, and takes advantage of its "double-tutor" system to provide individualized guidance for them, so as to promote the professional growth of each student to the maximum extent. At

the beginning of the educational practice, students are grouped according to their different characteristics and situations, so that the members of the group can complement each other and collaborate with each other. Later, according to the characteristics of different groups and the requirements of the teachers in the educational practice base, they are guided in groups. In the process of educational practice, the supervisor in the school mainly influences the students in terms of theory according to their school situation, while the teachers in the practice base focus on the arrangement of tasks and the corresponding guidance according to the different characteristics of each student.

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