

# Investigating the Preschool education Specialty in the Higher vocational school——An Empirical study of Hengyang City China

Wenfang Yuan

Hengyang Preschool Education College, Hengyang 421001, China

**Abstract:** Accurate understanding of the demand for talents in higher vocational preschool education majors under the background of the integration of industry and education is helpful to provide a practical theoretical basis for the formulation of five-year preschool education specialty direction and teaching standards. Through questionnaire survey, field interview, literature review and other ways to vocational colleges, kindergartens, preschool field related employers to carry out real-time research. Through the investigation, it is found that the number of graduates majoring in three-year preschool education can not meet the demand of the local market, and the flow of graduates is the key factor that directly leads to the market "short supply". In addition, there are other problems in the demand situation. Combined with the investigation and analysis, measures such as establishing the five-year preschool education major, optimizing the core curriculum system, and strengthening the long-term mechanism of school-enterprise cooperation are proposed.

**Key words:** Preschool education; Pre-school Education Major; Research; Talent

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\***Corresponding author:** Wenfang Yuan, [389791570@qq.com](mailto:389791570@qq.com)

In the national vocational education reform implementation plan issued in 2019, it is proposed to "take the development of higher vocational education as an important way to optimize the structure of higher education and cultivate craftsmen and skilled craftsmen in large countries, so as to make the new urban and rural labor force receive more higher education. In the fields of preschool education, nursing, pension service, health service and modern service industry, we will expand the enrollment scale of secondary and higher vocational education for junior middle school graduates<sup>[1]</sup>." From the new requirements of preschool education market for preschool teachers, Taking Hengyang City as an example, the quantity and quality of three-year preschool education graduates in higher vocational colleges can not meet the current development needs of the market. Accurate positioning of the demand for talents in the preschool education market and understanding of the market disadvantages of the three-year preschool education major provide important practical significance for the establishment of the five-year preschool education major.

## 1 The purpose, object and method of

## investigation

### 1.1 Research purpose

In order to meet the rigid demand of preschool education teachers in Hengyang City, accelerate the development of preschool education, improve the training system of preschool education teachers, and understand the corresponding problems existing in the three-year preschool education major, a two-month investigation was conducted. Through the investigation, we can understand the quantity structure, education background structure and quality structure of preschool education teachers in Hengyang City, as well as the changing trend of knowledge, ability and quality requirements of preschool education professionals, so as to grasp the market demand information.

### 1.2 Research objects and methods

This research mainly adopts the methods of interview and questionnaire. 760 questionnaires were randomly distributed and 745 were recovered, with a recovery rate of 98%. The main purpose of this study is to find out the basic situation and comprehensive quality of kindergarten teachers and to have a comprehensive grasp of them.

The interviewees of this survey are preschool education professionals and kindergarten directors in Hengyang. The purpose of the interview is to understand the structural status quo, existing problems and measures for improvement of the local preschool teachers from a macro perspective, and to obtain the corresponding valuable suggestions.

## 2 Analysis of research results

### 2.1 Research results and analysis of "production, teaching and research" in higher vocational colleges

#### 2.1.1 Analysis of gender structure of men and women

According to the survey, the gender structure of male and female kindergarten teachers in Hengyang City is imbalanced. Throughout the whole preschool teacher team, female teachers account for more than 98% of the base proportion, while male kindergarten teachers account for less than 1%. The gender ratio is seriously unbalanced, which is not conducive to the development of kindergarten curriculum, such as labor education, health education, science education, etc. In terms of the total coefficient and the degree of action display, it is more representative. Learned from hengyang H survey data of vocational colleges, preschool education three-year bliss, a total of seven class number concentration within the range of 45 to 50 people per class, the class of 2020 preschool education professional, a total of seven male students accounted for 2%, said there are two male students after graduation may not work in the pre-school stage of teaching, the actual final after graduating from higher vocational teachers' colleges and universities into the kindergarten work no more than 2% of male teachers.

#### 2.1.2 The utilization rate of training room is not high

In the investigation and research, taking h school as an example, the training room of the school can basically meet

the current professional training needs. It is equipped with corresponding training rooms for preschool art, science, health and labor. In addition, combined with the needs of "1 + X child care certificate", it is equipped with a training room for emotional integration and nursery teacher. According to Table 1, there are abundant resources, but some training rooms do not play an effective role. For example, Orff music training room, Montessori training room, nursery teacher training room, early reading and sentimentalism training room and so on, due to the influence of external factors, the later use frequency is not high.

Orff music training room has higher requirements for teachers' sense of music. It has its own teaching mode and fixed teaching materials and books, which need teachers to carry out according to the teaching mode. It is also a new curriculum mode at present. However, if teachers' musical attainments are not up to the standard, they will face many difficulties in the later teaching process. Therefore, in daily teaching, this kind of training room is used less frequently. The "1 + X certificate" has been popularized in China. In the "20 items of vocational education" in the national vocational education reform implementation plan, it is mentioned to deepen the reform of the training mode of compound technical and skilled talents, and pay attention to preschool, pension and other aspects. The "1 + x child care teacher" was born in response to the operation. However, due to the national pilot operation, the training room for baby care teacher and child care teacher has not been established Landscape layout and teaching equipment are different, the assessment of students is still in trial operation, and it is rarely used in teaching. If the later curriculum is optimized, the utilization of this training room is high.

**Table 1.** List of existing training rooms of preschool education major in H Vocational Colleges

Serial number	Name	Number
1	Kindergarten simulation training room	2
2	Micro classroom	8
3	Orff music training room	2
4	Montessori training room	2
5	Preschool children health care training room	2
6	Children's game training room	2
7	Early reading training room	2

8	Sensory integration training room	1
9	Scientific exploration training room for preschool children	2
10	Nursery training room	1
11	Psychological Counseling Room	1
12	Dance classroom	10
13	Music classroom	8
14	Electric piano classroom	7
15	Piano room	168

### 2.1.3 There is deviation between talent training standard and market demand

Taking H Vocational College as an example, the three-year preschool education major of H vocational college enrolls students from all over the country. According to the national and provincial teaching standards, the market research shows that the three-year preschool education major fails to meet the needs of the local preschool education market and serve the local economy better. The root of the retrospective is that most of the three-year college students return to their domicile places after graduation, instead of choosing to stay in Hengyang. According to the survey, the number of notches in every city and county in Hengyang is 8793 per year. The number of graduates in H vocational colleges is 350-400.

## 2.2 Survey results and analysis of employment status of preschool education major

### 2.2.1 There is a huge gap of preschool teachers in Hengyang City, and the two-child policy shows a continuous growth trend

According to the statistics on the staffing of kindergartens in

Hengyang City in the past two years, in 2019, there will be 227283 kindergarten staff (including full-time teachers, nurses, health care personnel, administrative personnel, teaching assistants, and workers) in all cities and counties of Hengyang City. According to the ratio of kindergarten staff to children (1:7), there are 23676 teachers on duty, 32469 should be allocated, and the total gap is 8793. For example, according to the Ministry of Education issued the "kindergarten staff allocation standard (Trial)", the proportion of staff and children is calculated as 1:5, the shortage of kindergarten staff will reach more than 20000.

According to the statistics of education yearbook of Hengyang City in 2019 (see Table 2), there are 1498 kindergartens in the city in 2019, including 381 Township kindergartens, 52608 children in Township kindergartens, 2000 teaching classes, 3870 kindergarten staff and 1733 full-time teachers. According to the ratio of kindergarten staff to children (calculated as 1:7), the number of teachers and children in Township kindergartens is as high as 3645, and the ratio of teachers to children is far from the standard.

**Table 2.** Staffing of township kindergartens in 2019

	Number of children	Number of kindergartens	Number of Teaching class	Kindergarten staff (person)	Number of full time kindergarten teachers
Township	52608	381	2000	3870	1733
Total amount of the whole city	228757	1498	8451	23628	10895

### 2.2.2 The number of classes in urban kindergartens is large, and the teachers are not up to standard

According to the statistics of education yearbook of

Hengyang City in 2019 (see Table 3), there are 479 kindergartens in the urban area, with 74929 children in kindergartens, 2799 teaching classes, 9505 kindergarten staff

and 4481 full-time teachers. According to the ratio of kindergarten staff to children (calculated by 1:7), the number of kindergarten staff gap in urban area is 1199. Compared with

rural kindergartens, the allocation of staff in urban kindergartens is slightly higher, but it still does not reach the standard proportion.

**Table 3.** Staffing of urban kindergartens in 2019

	Number of children	Number of kindergartens	of Teaching class	Kindergarten staff (person)	Number of full time kindergarten teachers
Urban district	74929	479	2799	9505	4481
Total amount of the whole city	228757	1498	8451	23628	10895

### 2.2.3 The great mobility of kindergarten teachers indirectly leads to the shortage of kindergarten teachers

According to the survey and interview, the kindergarten directors generally reflect that there is a large number of loss of kindergarten every semester. Two kindergartens were randomly selected, accounting for 22% - 26% of the total loss. The main reasons for the high wastage rate are as follows: First, the number of kindergarten teachers of childbearing age is in the majority. After the teachers of childbearing age are pregnant, it is easy to cause a shortage of teachers due to the long time of maternity leave, and even some teachers resign. Second, the treatment of kindergarten teachers is generally low, and the average salary can not meet the needs of daily life. According to the investigation, the general treatment of kindergarten teachers in Hengyang City is about 2500 yuan per month. The basic medical insurance, social security and housing accumulation fund of "five insurances and one fund" can not be paid, and even the salary in winter and summer vacation is about several hundred yuan. Low treatment is the main reason for the loss of existing kindergarten teachers. Third, work pressure, work in the park, get along with children, communicate with parents, physical and mental pressure.

### 2.2.4 Analysis of post title structure

According to the survey, the proportion of professional title structure of kindergarten head and full-time teachers is as follows: 6%-0.83%; 76%; 53% - 3.71%; The undetermined Title accounted for 87.11%. To sum up, the vast majority of kindergarten teachers do not have professional titles, which is not conducive to the sustainable development of teachers.

## 3 Suggestions on the training mode of professional talents

### 3.1 Combining with the market demand, accurately positioning the training goal

On the one hand, on the basis of promoting the all-round development of students' comprehensive quality, we should cultivate the theoretical knowledge and professional skills of preschool education to meet the needs of the development of preschool education; We should adhere to the principle of professional ethics first and strengthen the sense of professional responsibility as the core, so that students can not only master the professional theoretical knowledge of preschool education, but also realize the perfection of their personality; On the other hand, colleges and universities must strengthen the education of students' professional emotion, take the formation of students' positive professional emotion as one of the objectives of preschool education, infiltrate it into various concepts of teacher education, and strengthen students' sense of identity and pride in kindergarten teachers' profession.

### 3.2 Increase the training scale to meet the needs of the development of preschool education

At present, there are only two colleges and universities in Hengyang that only train full-time preschool education professionals. The scale of training is extremely limited. The annual enrollment scale is no more than 500 people, and few graduates really go to the front-line work. In addition, many students choose to return to their hometown after graduation, and the number of students who stay in the local work is small, which can not meet the needs of kindergarten teachers and kindergarten teachers' professional development in Hengyang in the short term. In the later stage, according to the actual situation, we can consider setting up a five-year preschool education major to better serve the local education.

### 3.3 Balance the structure of teachers, cultivate all-round teachers and improve the quality of preschool education teachers

In November 2018, the CPC Central Committee and the State Council issued several opinions on deepening reform and

standardizing development of preschool education, which clearly put forward that: By 2020, a kindergarten teacher training system will be basically formed, with more than 200000 graduates majoring in preschool education; We will improve the teacher training system and run a number of kindergarten teachers' colleges and a number of kindergarten teachers' colleges.

In the future, the specialization and undergraduate of preschool education teachers has become an inevitable trend. At the same time, it also means that the structure of teachers should be further adjusted and optimized, and the training mode of kindergarten teachers should be further innovated, so as to adapt to the requirements of the times and improve the quality of kindergarten teachers.

One is to adjust the sex ratio. We should expand the number of male normal students and appropriately increase the proportion of male normal students. We can adopt some admission policies that give priority to male students, such as reducing the score of male students to an appropriate extent, balancing the ratio of male and female normal students, and

providing the most intuitive source of teachers for the adjustment of the gender ratio of teachers.

The second is to train all-round kindergarten teachers and improve the quality of kindergarten teachers. The training objectives of all-round teachers are as follows: To cultivate teachers who meet the requirements of the times of educational development and the needs of children's physical and mental health development, have profound professional affection and perfect personality, master the knowledge and skills of preschool education, have outstanding artistic quality, and have the comprehensive ability of teaching research and management.

## References

- [1] Notice of the State Council on printing and distributing the national vocational education reform implementation plan: GF [2019] 4 [A/OL]. [2020-04-13] [http://www.gov.cn/zheng-ce/content/2019-02/13/content\\_5365341.html](http://www.gov.cn/zheng-ce/content/2019-02/13/content_5365341.html).