

Research on the Cultivation Path of Craftsmanship Spirit for Students Majoring in Preschool Education in Higher Vocational Colleges

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Abstract: In recent years, with the steady advancement of basic education reform, the importance of preschool education majors has become increasingly prominent, and higher requirements have been put forward for early childhood education talents. They must not only have a solid professional foundation but also sufficient professional ethics. As a professional value orientation and code of conduct emphasizing excellence and dedication, the craftsmanship spirit has important contemporary significance in the field of preschool education. Cultivating students' craftsmanship spirit in higher vocational preschool education majors can not only shape professional attitudes to lay a career foundation, improve students' professional skills to enhance competitiveness, but also boost teachers' internal motivation for professional development, better cultivating students into early childhood education talents with both virtue and ability. In this regard, this paper first elaborates on the significance of cultivating craftsmanship spirit among students majoring in preschool education in higher vocational colleges, and then proposes a series of effective cultivation paths, aiming to provide certain references for relevant researchers.

Keywords: Higher vocational colleges; Preschool education major; Students; Craftsmanship spirit; Cultivation paths

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1. Significance of cultivating craftsmanship spirit for students majoring in preschool education in higher vocational colleges

1.1. Conducive to shaping professional attitudes and laying a career foundation

Qualities such as striving for excellence, pursuing perfection, and dedication in craftsmanship spirit are highly consistent with the talent training goals of higher vocational preschool education majors^[1]. Integrating craftsmanship spirit into higher vocational preschool education majors can not only enhance students' reverence and love for the major, but also guide them to root correct professional values in their hearts, ensuring they strictly follow professional ethics and treat each teaching link rigorously in subsequent work and study. In addition, the craftsmanship spirit requires students to overcome teaching difficulties and improve professional

skills, prompting them to pursue excellence and study diligently in daily study and work, thereby improving their professional abilities and literacy and helping them quickly adapt to early childhood education positions and industry development. Furthermore, the craftsmanship spirit can help students overcome various difficulties, alleviate impetuous emotions, correct their professional attitudes, delve into professional knowledge, explore and learn the latest early childhood education skills, form good learning habits and abilities, and promote their continuous career development ^[2].

1.2. Conducive to improving professional skills and enhancing competitiveness

Pursuing excellence is one of the core elements of the craftsmanship spirit, which is crucial for students majoring in preschool education in higher vocational colleges to improve their professional skills. The field of preschool education involves various skills, such as early childhood teaching skills, artistic skills like music, fine arts, and dance, as well as early childhood psychological counseling skills. In the process of cultivating a craftsmanship spirit, students will constantly pursue exquisite and perfect skills. Taking early childhood teaching skills as an example, students with a craftsmanship spirit will continuously study teaching methods and strategies, adjust teaching plans according to the individual differences of young children, and improve their teaching level through repeated practice and reflection ^[3]. In terms of artistic skills, they will spend a lot of time and energy practicing, constantly improving their abilities in painting, singing, dancing, and striving for perfection in every detail. This persistent pursuit and continuous improvement of professional skills will make them more competitive in the job market, enabling them to stand out and obtain better career development opportunities ^[4].

1.3. Conducive to boosting teachers' internal motivation for professional development

Craftsmanship spirit also manifests in having sufficient professional capabilities. “A teacher must be knowledgeable to teach, and virtuous to set an example”—without excellent professional skills, it is impossible to “impart knowledge and resolve doubts” ^[5]. For teachers, professional competence is mainly reflected in classroom teaching quality. Teachers with a craftsmanship spirit will conduct rigorous academic research. To deliver a good lesson, they repeatedly revise lesson plans to perfection during preparation; during teaching, they focus on students, impart knowledge, and cultivate abilities while fostering morality and nurturing people, and provide humanistic care to students; after class, they reflect earnestly and continuously improve. To stand firm and teach well on the podium, one must constantly practice, reflect, practice again, and reflect again. Teachers with firm professional beliefs will have strong internal motivation, be willing to actively engage in learning and training, and improve their professional abilities through high standards and strict requirements ^[6].

2. Cultivation paths of craftsmanship spirit for students majoring in preschool education in higher vocational colleges

2.1. Innovate theoretical teaching methods to immersively understand the craftsmanship spirit

In the theoretical teaching of preschool education majors, teachers should break the one-way indoctrination model, integrate craftsmanship spirit, such as dedication, excellence, concentration, and innovation, into the entire process of theoretical teaching, enabling students to immersively understand craftsmanship spirit. First, apply the case teaching method. Teachers should select deeds of excellent teachers and typical representatives of craftsmanship spirit, such as national outstanding kindergarten teachers, in combination with the theoretical teaching content of preschool education majors. At the same time, flexibly use group discussions, case analysis,

and other methods to introduce cases to students vividly and interestingly, and require them to analyze cases in groups. In this process, students will intuitively perceive teachers' highly responsible professional attitudes and meticulous polishing of each teaching link, thereby materializing and visualizing the connotation of craftsmanship spirit and guiding students to correct their professional attitudes^[7].

Second, introduce situational simulation teaching. In teaching practice, teachers should create teaching scenarios based on real work scenarios, such as outdoor game organization, teaching link design, and educational environment creation, and infiltrate craftsmanship spirit into the teaching scenarios to fully enhance students' learning experience. By creating teaching scenarios highly consistent with real work scenarios, students can deeply experience each teaching detail and professional requirement, perceive the contained craftsmanship spirit, gradually develop a professional attitude of striving for excellence, and strive for perfection. In addition, facing different types of practical problems, students' innovative thinking can be activated, and they can take the initiative to use professional knowledge and teaching skills of preschool education to innovatively solve practical problems, deeply understand the connotation of craftsmanship spirit, and internalize it into professional literacy^[8].

2.2. Strengthen practical teaching to practice craftsmanship spirit

First, on-campus practice bases. Higher vocational colleges make full use of simulated kindergarten activity rooms, Montessori classrooms, art operation rooms, etc., to organize training activities, such as daily routine management of young children, regional creation, and teaching aid production, and organize students to complete each training task in accordance with kindergarten work processes and quality standards. For example, during meal times, students need to be careful in arranging tableware, distributing food, and paying attention to young children's dining etiquette and emotions, so as to cultivate their dedication and sense of responsibility. In addition, teachers should encourage students to not only focus on the safety and durability of teaching aids but also integrate their own thinking into design creativity, environmental protection of materials, and educational connotation, continuously polish and refine them, and inject the craftsmanship spirit of striving for excellence into training works.

Second, off-campus training bases. Higher vocational colleges take the initiative to establish cooperative relationships with excellent kindergartens to provide students with real training environments. Supervisors and internship instructors help students apply the mastered theoretical knowledge and educational skills of preschool education to practical work, effectively cultivating students' problem-solving abilities and improving their professional ethics^[9]. For example, in the training of observing young children's behaviors, students need to objectively, accurately, and comprehensively record various behavioral performances of young children, then conduct research and develop unique teaching methods based on this; after the collective training, reflect on themselves and carry out in-group discussions, analyze their own behaviors from the achievement of curriculum goals, classroom appropriateness, and young children's participation, identify deficiencies, and formulate improvement plans, striving to do better in the next training. During the training process, students will personally experience the professionalism and complexity of the early childhood education profession, deeply recognize that the craftsmanship spirit is not only exquisite technology but also love and dedication to young children and the cause of early childhood education, deeply understand and internalize the craftsmanship spirit, and develop good professional behavior habits.

2.3. Adhere to outcome orientation and improve the evaluation mechanism, emphasizing both thinking and action

The traditional evaluation method focusing on theoretical knowledge assessment is difficult to comprehensively

measure the development of students' craftsmanship spirit. Therefore, it is necessary to construct a diversified evaluation system that takes into account knowledge, skills, attitudes, and values. In terms of evaluation content, not only should attention be paid to students' mastery of professional theoretical knowledge and proficient application of educational and teaching skills, but also the core elements of craftsmanship spirit ^[10], such as dedicated professional attitude, striving for excellence in work style, courage to innovate in exploration spirit, willingness to cooperate in team awareness, and love and patience for young children, should be included in the evaluation scope, forming an effective incentive mechanism to guide students to internalize the cultivation of craftsmanship spirit into conscious actions ^[11].

In the process of cultivating students' craftsmanship spirit in higher vocational colleges in the new era, higher vocational colleges should adhere to the outcome-oriented principle, take the integration of morality and skills and fostering morality and nurturing people as the fundamental tasks, and use emerging technologies to build an evaluation system for talents' vocational skills and craftsmanship spirit. For example, use emerging technologies such as big data, artificial intelligence, and blockchain to scientifically analyze and evaluate the craftsmanship spirit of higher vocational college students, and dynamically adjust the evaluation system during the cultivation process. At the same time, higher vocational colleges should follow the problem-oriented principle, adhere to morality first and ability as the key, and establish an evaluation index system of craftsmanship spirit that can objectively reflect the individual differences of higher vocational college students and has comparability and judgment. This system focuses on the all-round development of students' morality, intelligence, physical fitness, aesthetics, and labor, and conducts process evaluation at each stage of learning. Finally, higher vocational colleges should follow the value-oriented principle, starting from the characteristics of education from different subjects and stages, and establish an effective evaluation index system of craftsmanship spirit with the goal of promoting students' diversified development ^[12].

2.4. Create a campus cultural atmosphere to infiltrate the craftsmanship spirit

In the teaching of preschool education majors in higher vocational colleges, to cultivate students' craftsmanship spirit, it is necessary to start by creating a campus cultural atmosphere, and subtly enhance students' craftsmanship spirit with a good campus culture ^[13]. In this regard, we can proceed from three aspects: constructing material culture, integrating spiritual culture, and cultivating teachers' morality and style.

For example, in constructing material culture, under the organization of special personnel in the school and the advocacy and leadership of counselors, class students participate in the construction of the campus cultural corridor together: post profiles and deeds of outstanding representatives in early childhood education and great craftsmen in campus publicity boards and corridors; assist workers in road landscape construction, such as painting on both sides of roads and manhole covers; produce well-known alumni plaques and hang them in exhibition rooms; post famous quotes about craftsmanship spirit in libraries, stadiums, and student activity centers. Integrating spiritual culture mainly involves carrying out activities to introduce kindergarten education culture into the campus, introducing educational concepts and ideas of well-known domestic and foreign early childhood education experts, and integrating them into the teaching, educational management, and system construction of preschool education majors, so as to better construct teaching content, educational management plans, and college rules and regulations of preschool education majors suitable for social development ^[14]; professional teachers and ideological and political teachers can also establish class groups or official accounts, and push craftsmanship spirit cases to students through these platforms to help them better understand craftsmanship spirit. In cultivating teachers' morality and style, teachers' words and deeds will

subtly affect students. Counselors and preschool education professional teachers should continuously improve their professional abilities and comprehensive qualities through training and independent learning, form noble teachers' morality and style, influence students through words and deeds, and invisibly integrate the education of craftsmanship spirit ^[15].

3. Conclusion

In summary, the cultivation of craftsmanship spirit among students majoring in preschool education in higher vocational colleges is a systematic project that runs through the entire process of talent training and plays an irreplaceable role in students' career growth and the long-term development of the preschool education cause. In this regard, higher vocational colleges can start with strategies such as innovating theoretical teaching methods to immersively understand craftsmanship spirit, strengthening practical teaching to practice craftsmanship spirit, adhering to outcome orientation to improve the evaluation mechanism emphasizing both thinking and action, and creating a campus cultural atmosphere to infiltrate craftsmanship spirit, thereby systematically promoting the internalization and rooting of craftsmanship spirit in students' professional literacy. In the future, it is necessary to continuously optimize cultivation strategies in combination with the development of the times and industry needs, ensuring that craftsmanship spirit is truly internalized into students' professional literacy and behavioral consciousness, contributing to cultivating more outstanding preschool education talents with both solid professional skills and noble professional spirit, and thus better serving the high-quality development of China's preschool education cause.

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