

Research on The Cultivation of Professional Talents in Preschool Education at Higher Vocational Colleges under The Integration of Production and Education

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Abstract: As society increasingly prioritizes the education industry, there is a pressing need for the constant reformation of the talent training mode of preschool education majors in higher vocational colleges. Among them, the integration of production and education, as a new education model, emphasizes the importance of school-enterprise cooperation and applies it to the teaching of preschool education in higher vocational colleges. This had a certain promoting effect on the improvement of the student's comprehensive ability and quality. Specifically, the integration of production and education implies that the teaching work should be closely linked with the actual work situations so that students have more opportunities to participate in practical learning. Therefore, under the background of the integration of production and education, the cultivation of talents in preschool education at higher vocational colleges needs to pay attention to post-practice experiences. Cooperation with enterprises should be strengthened to promote the student's understanding of knowledge and improve their practical ability. This paper analyzed the development of a talent training model of preschool education in higher vocational colleges under the background of the integration of production and education, hoping to provide some reference for peers.

Keywords: Training method; Higher vocational colleges; Preschool education

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1. Introduction

Preschool education is an important stage in cultivating the healthy and all-rounded development of children. Hence, more attention is being paid to the training of preschool education professionals, whose purpose is to better guarantee the quality of preschool education and teaching. In the context of the development of the new era, the social market and job demands are constantly changing, and higher vocational colleges, as an important position for the cultivation of preschool education talents, must make changes in their teaching philosophy and teaching mode to ensure that the cultivated talents can well-adapt to these changes ^[1]. As a result, a new model

of integration of production and education, which focuses on school-enterprise cooperation, was established. This paper, guided by the integration of production and education, introduces the significance and cultivation of professional talents in preschool education at higher vocational colleges under the background of integration of production and education.

2. The significance of professional talent training in preschool education in higher vocational colleges under the background of integration of production and education

To better adapt to the development of society and the needs of the industry, the cultivation of vocational preschool education professionals needs to be closely combined with the industry. Therefore, under the background of the integration of industry and education, the importance of promoting the teaching reform of vocational preschool education based on school-enterprise cooperation has become increasingly prominent.

Firstly, the integration of production and education provides the possibility for the effective docking of education and industry. The traditional training of preschool education professionals focuses on the transfer of theoretical knowledge, ignoring the cultivation of the student's practical ability. Under the guidance of the concept of the integration of industry and education, schools and enterprises can cooperate to combine education and practice, so that students can cultivate and develop their practical and problem-solving abilities in a real working environment ^[2]. Secondly, the integration of production and education can enrich the educational content. With the development of time, the field of preschool education is constantly changing, and new educational concepts and models are constantly emerging. Through cooperation with the industry, teachers can constantly absorb new educational concepts and practical experience, provide students with diversified learning content and practical opportunities, and cultivate preschool education professionals who can better adapt to future social development. In addition, the cultivation of professional talents in preschool education at higher vocational colleges under the guidance of the concept of integration of industry and education can effectively increase the competitiveness of students in employment. As the main participants in the job market, the industry often possesses clearer insights into talent capabilities than the school. Through close cooperation with the working industry, teachers can better understand the needs of the industry and the development trends, to cultivate professionals who are more in line with the market demand, and thus improve the competitive advantage of students in the job market ^[3]. Finally, this can promote the effective cultivation of the student's awareness of innovation and entrepreneurship. In addition to providing students with practical opportunities, the industry can also guide students to cultivate innovative thinking and entrepreneurial consciousness. Students can better understand the actual market demand, and cultivate their creativity and spirit of cooperation, which is conducive to laying a solid foundation for their future innovation and entrepreneurship.

It is of great practical significance to develop a professional training model of preschool education in higher vocational colleges under the background of the integration of industry and education. The professionals cultivated by this model will often realize the needs of society and can meet the requirements of the industry's development. This is conducive to promoting the future development of students and society, bringing forth new ideas for the educational reform of preschool education ^[4].

3. The construction of a vocational preschool education professional talent training model under the background of the integration of production and education

3.1. Relying on school-enterprise cooperation to jointly develop talent training programs

For higher vocational students who want to engage in preschool education, not only should they have good

conduct, and a caring and friendly personality but also great determination to devote themselves to the cause of education, including good comprehensive abilities, expression skills, communication skills, and a lifelong learning ability ^[5]. Under the background of the integration of production and education, schools should strengthen their cooperation with enterprises to jointly formulate specific implementation plans for the cultivation of preschool education talents, especially for the formulation of talent training objectives, which should not only meet the basic requirements of preschool teachers but also match the actual needs of the market. Hence, it is necessary to pay attention to the cultivation and training of the student's professional knowledge and skills ^[6].

However, to fully realize the effective integration of production and education, schools should select enterprises with high willingness and enthusiasm for cooperation. In addition to matching with preschool education majors, schools should also develop a good social reputation and increase their credibility. Only in this way can we guarantee the effective implementation of the integration of production and education to ensure the effectiveness of the training program ^[7].

4. Relying on school-enterprise cooperation to jointly establish a curriculum teaching system

In the process of talent cultivation, curriculum acts as the core component. Colleges and universities ought to establish a curriculum system consistent with the goal of talent training, not only to optimize the curriculum settings but also to optimize the teaching content. In the context of the integration of production and education, this process is bound to involve the cooperation and participation of enterprises ^[8]. However, many vocational colleges focus more on the pursuit of diversity and richness but lack pertinence, hierarchical sense, and theoretical knowledge still account for a large proportion of the teaching content. Hence, the professional practical skills of the students could not be fully highlighted. Therefore, based on the development of the curriculum teaching system from the perspective of the integration of production and education, the cooperation between schools and enterprises should be strengthened and the actual needs of the preschool education industry should be incorporated into the talent training goals. The curriculum system can then be developed around the goals and appropriately increase the diversified curriculum content that focuses more on practical teaching. This way, teachers can organically combine theory and practice when teaching to promote the coordinated development of the student's professional knowledge and practical skills. In addition, schools and enterprises should work together to actively build a curriculum teaching system that can meet the needs of different specialties to promote the development of the student's personalities ^[9]. Schools can also introduce the excellent culture of cooperative enterprises into the campus to enrich their own campus culture. This can cultivate the student's spirit of love, dedication, and responsibility for the care of children and improve the quality of talent training.

5. Relying on school-enterprise cooperation to jointly establish a collaborative education platform

To promote effective cooperation between schools and enterprises, both sides should jointly establish a collaborative education platform and a joint educational force. First, cooperative enterprises should actively provide students with increased opportunities for practical training, so that they can apply the theoretical knowledge into practice and strengthen their practical skills through internships and practical training. Second, colleges and universities should actively introduce cooperative enterprises to “enter” schools and promote

the close combination of teaching and practice through the construction of a virtual simulation practice environment. Third, we should give full play to the resource advantages of school-enterprise cooperation and facilitate competitions to enhance the student's practical abilities. This way, students can present themselves and discover job opportunities. Lastly, colleges and universities can invite experts in the field of preschool education to carry out academic forum knowledge lectures to diversify the forms of school-enterprise cooperation and further enhance the students' theoretical knowledge and practical ability^[10].

6. Relying on school-enterprise cooperation to jointly establish a high-quality teaching team

Teachers play a key role in curriculum teaching. The strength of these collaborative efforts will impact the quality of personnel training. Therefore, schools and enterprises must cooperate to form a team of qualified teachers.

On the other hand, the school can deploy full-time teachers to kindergartens for “temporary training,” where the cooperative units will provide opportunities for practice, study, and research for full-time teachers. This way, the teachers can further deepen their cognition of the content of early childhood education and related^[11]. At the same time, full-time teachers should also be encouraged to actively study the key knowledge and practical skills in preschool education and teaching to summarize the knowledge and experience according to what they have learned. These experiences can be applied to the professional teaching content of preschool education to provide students with targeted and practical teaching guidance and improve the effectiveness of professional teaching^[12]. Kindergarten teachers from cooperative enterprises can work as part-time teachers in relevant schools, specializing in teaching students practical skills and guiding them to discover and analyze problems in a planned and purposeful way. This would achieve the purpose of enhancing the student's problem-solving ability. In general, full-time and part-time teachers not only have cooperation but also perform their duties. Only then can the school and enterprise establish an effective “double employment” cooperation mechanism, to cultivate professional educators^[13].

7. Relying on school-enterprise cooperation, the two sides fully cooperate in the teaching process

The effective cooperation between schools and enterprises is not simply reflected in the formulation of talent training programs, the construction of curriculum and teaching system, the construction of collaborative education platform, the construction of teachers, and other aspects, but also the need to truly implement these “cooperation intentions”, and achieve full cooperation and seamless docking in the actual teaching process, to truly play the education value of school-enterprise cooperation^[14].

It is necessary to fully utilize the collaborative education platform to further deepen the cooperation between schools and enterprises and promote the integration of production and education. Cooperative enterprises can share their preschool education process, work content, culture, and ways to deal with children-related emergencies on this platform. Students can use this platform for independent learning and constantly enrich their knowledge. Through this, students can feel more connected with the working atmosphere and occupational status of preschool education through the platform, thus increasing their understanding of the specific requirements of preschool education for relevant practitioners^[15]. In addition, teachers can also use this content as an important resource for curriculum teaching. In the teaching of practical courses, not only can cooperative enterprises select teachers to engage in part-time practical teaching in colleges and universities

but also integrate their practical cases of preschool education work and skills to cultivate the students' communication skills and problem-solving abilities.

8. Conclusion

The cultivation of professional talents in preschool education at higher vocational colleges under the integration of production and education is an important direction and goal of the current education reform in major higher vocational colleges. Under the background of the integration of production and education, the construction of the professional talent training model of preschool education in higher vocational colleges is strongly based on the cooperation between schools and enterprises. Through the joint development of talent training programs, curriculum teaching systems, collaborative education platforms, trained professionals, and full cooperation between both sides in the teaching process, the education and teaching system can be reformed. Society can be provided with more excellent preschool education professionals who can meet the market demand.

Disclosure statement

The authors declare no conflict of interest.

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