

# Research on the Training Mode of the Connection between Higher Vocational Colleges in Preschool Education Specialty

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**Abstract:** With the deepening of education reform, preschool education has gradually entered the field of public concern. The pre-school education major in the middle and higher vocational schools not only has significant social function, but also has strong application and professionalism, and has higher requirements for comprehensive ability. This paper analyzes the construction of practical training mode in the connection of middle and higher vocational schools, in order to guide the future practical training work.

**Keywords:** Preschool education; Link between middle and higher vocational education; Training mode; Inquiry

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## 1. Introduction

At the National Conference on Vocational Education in Beijing in April 2021. It is necessary to integrate the design of secondary vocational education, higher vocational education and undergraduate vocational education training system, deepen the reform of the “three education,” and comprehensively educate people through the “post-course competition certificate” to improve the quality of education. It is necessary to improve the diversified pattern of running schools, refine policies on the integration of production and education and school-enterprise cooperation, and explore evaluation methods that meet the characteristics of vocational education. All localities and departments should strengthen support, improve the treatment of technical and skilled personnel, open channels for career development, and enhance the recognition and attractiveness of vocational education. The research on this topic focuses on preschool education, which has a representative enrollment number in vocational education. Based on the first two stages of secondary, high and vocational education, the research on teaching reform is carried out with the most practical training as the leading content. On the basis of summarizing the teaching practice in the past five years, Design a strategy for the construction of integrated practical training mode between preschool education major and higher vocational education.

## **2. The necessity of the reform of the practical training mode of preschool education**

### **2.1. The significance of the construction of a comprehensive practical training mode for the connection between preschool education majors and higher vocational schools**

In February 2012, the Ministry of Education officially promulgated the Professional Standards for Kindergarten Teachers (Implementation), emphasizing the basic concepts of child-oriented, teacher ethics first, ability first and lifelong learning. In 2014, the Ministry of Education issued the Plan for the Construction of Modern Vocational Education System (2014–2020), which emphasized the promotion of the connection between secondary and higher vocational education in terms of training objectives, professional settings, curriculum system and teaching process. All these fully show that early childhood education and vocational ability education have become important projects in education and training and some higher vocational colleges are bearing such a heavy responsibility to achieve the expected results, middle and higher vocational education workers must study effective methods for education to do a good job. To this end, a variety of practical training activities have been carried out, at the same time, the practical training reform has been put on the agenda. In 2020, the state officially issued the “Teaching Standards for Preschool Care in Secondary Vocational Schools (Trial)” document, which clearly puts forward the concept of comprehensive practical training, and further clarifies the importance of practical training curriculum construction in preschool education.

It is necessary to establish a comprehensive practical training model in connection of higher vocational education with preschool education. At present, the practical training teaching in the connection between preschool education majors and higher vocational colleges in China belongs to a split state. Secondary vocational schools and higher vocational schools do not carry out an overall design in the practical training, and there is no phased certification and testing in the practical training process, resulting in a certain repetition of the practical training in the two stages. In the learning process of the secondary vocational stage did not carry out the corresponding practical training teaching for the course, but carried out surprise training before the transfer section exam, which achieved the purpose of transferring the section to higher school. Therefore, in view of this kind of situation, it is necessary and imminent to construct the practical training mode of the whole big cycle in the middle vocational college <sup>[2]</sup>.

## **3. The current situation of practical training mode of preschool education in middle and higher vocational colleges**

In December 2020, an anonymous survey was conducted on 15 secondary vocational schools in a certain province, and the survey respondents were the teaching vice principals, educational directors or persons in charge of preschool education. The results of the questionnaire showed that most of the schools said that they need to establish relatively clear practical teaching standards for the integration of preschool education between middle and higher vocational education. Only by adhering to the unified teaching standards and teaching requirements can the secondary vocational schools clarify their training goals, and there will be no duplication or inconsistency with the curriculum design of higher vocational schools, which is conducive to the thorough training of students <sup>[3]</sup>.

### **3.1. Practical training courses and training content lack system**

At present, there is no targeted practical training mode and related management regulations in all secondary vocational schools. Most schools carry out training independently and openly, without establishing

corresponding practical training objectives and process management, so the proportion of secondary vocational schools is relatively high. The practical training curriculum system construction of secondary vocational and higher vocational schools is not perfect, and the connection between conventional courses and practical training is not scientific, systematic, hierarchical and operable. The target system and evaluation system of the practical training curriculum in the middle and higher vocational schools are inconsistent and single, and the formalized content is too much, ignoring the needs of the group. The vocational orientation is not clear in the two periods of training, and the core competitiveness of vocational demand is lacking. The existence of these problems not only hinders the construction of practical training mode but also limits the cultivation of teachers' skills<sup>[4]</sup>.

### **3.2. The hardware conditions are not complete enough**

According to the survey results, 86% of the training rooms in secondary vocational schools are not complete, and the most lacking training rooms are the comprehensive training of education, the simulation training of kindergarten, the nursing training room and other practical training rooms related to the field training of kindergarten.

### **3.3. The shortage of practical training teachers**

According to the survey results, 80% of the schools have no corresponding practical training instructors, most of the teachers participating in the practical training are teachers in the curriculum, and there is no overall design and planning for the practical training<sup>[5]</sup>.

## **4. Construction of a practical training curriculum system for preschool education**

### **4.1. The construction principle of the construction of the practical training curriculum system of preschool education**

The construction of the practical training curriculum system of preschool teaching specialty in the connection of middle and higher vocational schools should be guided by improving teachers' skills, aiming at improving students' vocational ability, taking improving students' practical ability as the main line and cultivating students' comprehensive quality as the purpose. To build the theory guiding practice, practice along the change of the theory of the training model, the establishment of the curriculum system of multiple stations, curriculum objectives precise and clear, orderly cohesion, curriculum evaluation flexible and effective integration of the training model<sup>[6]</sup>.

(1) The construction of the practical training course system in middle and higher vocational colleges should highlight the era

Guided by contemporary educational concepts, the construction of a practical training curriculum system should highlight the epochal nature of modern educational concepts. Modern educational concepts advocate the cultivation of children's comprehensive core quality, as a front-line educator, to clear the needs of the era, targeted to improve their comprehensive quality. In the early stage of children's growth, the most important thing is the perception of multi-dimensional things, for the training of preschool teachers, more is to let them understand the needs of children's development of the era, for example, children's cognition of music and art has not only stayed in the superficial needs, but also the exploration of aesthetics and their aesthetic feelings, which requires teachers to learn how to feel aesthetics in learning. How to find beauty, perceive, explore, discover, and tell

imperceptibly together, the abstract ability to concretize, the specific ability to abstract, cultivate their ability to find beauty, aesthetics, is what this era needs. For the practical needs of modern education, in the construction of the practical training curriculum system, teachers should fully recognize the importance of subject areas, develop multidisciplinary subject teaching and research, expand students' subject areas, and master the educational skills and educational knowledge required by the era. In the development of early childhood education, teachers should integrate the most cutting-edge educational concepts and study the educational system reform under the concepts with the characteristics of the era in the micro-system of education highlighted <sup>[7]</sup>.

- (2) The construction of a practical training curriculum system should be forward-looking and developmental

In the construction of a comprehensive practical training course system, there will be some objective factors that cannot be overcome at present. For example, the practice time is very limited, so the learning of theories in practice may be reduced. But practice comes from theory, and theory guides practice. For the problems existing in practice, teachers can use a long-term perspective to look at various problems, which cannot be drawn as a prison, combined with the theory and practice of education, with the development of the vision to solve practical problems, with the development of the vision to raise questions, and applied to practice, to verify and change the theory <sup>[8]</sup>.

- (3) The construction of a practical training curriculum system should be operable

The root point of practical training is practice, and the carrier of practical training is practice. Therefore, practical training must be operable. The professional attributes of preschool education are relatively special, and the requirements for practice are relatively strong. Therefore, when designing the relevant practical training content, the starting point should be from the perspective of cultivating students' practical ability, and the purpose is to improve students' practical ability as the premise <sup>[9]</sup>.

- (4) There should be diversity in the evaluation of the construction of the practical training curriculum system

The evaluation of practical training mode is related to the formulation of practical training content, which is a post-placed policy and strategy, and plays a crucial role in the construction of practical training mode. For professional subject areas such as playing, singing, painting, jumping, and saying, it is particularly important to show them in the form of comprehensive or individual cases. Combined with the practical function of the major, the evaluation should be more objective and multiple, pay attention to the process evaluation, the evaluation perspective should be multiple and three-dimensional, and cannot be stereotypical. For example, the aesthetic ability mentioned above, in the evaluation process, should pay attention to the common development in the macro, and respect the personalized development in the micro, the evaluation should be more in line with reality, and pay attention to the expression of the essence of knowledge <sup>[10]</sup>.

## **4.2. The construction strategy of integrated practical training mode of preschool education in middle and higher vocational colleges**

- (1) The orientation of the target system of the practical training course should be based on the original practical experience and stage objectives

The training objectives of higher vocational colleges should take development as the main line and personnel training plan as the basis to achieve the gradient upgrade of training objectives. The goal

of talent training should be macroscopic consciousness, and the positioning should be comprehensive and three-dimensional. In the formulation of practical training course objectives, teachers should pay attention to the foundation, develop strengths and avoid weaknesses, extend professional skills vertically in the existing experience, polish and refine professional knowledge, and gradually improve professional ability. For example, the five basic skills of vocal music, children's song playing, children's painting, dance and children's story speech in the professional skills course of preschool education should be further refined, and each semester of the middle and higher vocational stage should be targeted, to do the basic construction of the corresponding course group target construction, and to further clarify the talent characteristics of preschool education students in higher vocational schools <sup>[11]</sup>.

- (2) Formulate scientific assessment plans and improve the evaluation system of practical training teaching courses

In the process of practical training teaching, it is necessary to formulate a scientific and complete assessment plan, clarify the two-stage subject field goal orientation, clarify the final career requirements, and set standards and plans according to the requirements. The assessment process, combined with educational practice, targeted to development of different disciplines of the examination program, theory and practice at the same time, comprehensive quantification, in many disciplines to find out the weak project, clear positioning, and shorten the career gap. In the performance assessment, teachers should not only pay attention to the overall completion of students but also pay attention to their practice and pay attention to the details of each skill. For example, in the assessment of "speaking," teachers should refine their score of emotional expression, their score of basic skills, their score of popularity and so on <sup>[12]</sup>.

- (3) Expand career experience projects and identify career needs

In the process of practical training teaching, practical experience projects should be expanded to make students more familiar with their future jobs, create more opportunities for observation and practice, and experiential learning clearer about the needs of careers <sup>[13]</sup>.

- (4) Carry out multi-dimensional practical training activities to improve vocational skills

In the practical training, the task-driven teaching mode is advocated and teachers and students are encouraged to participate together. In the guidance, teachers are encouraged to give in-depth personalized guidance, change the role of teachers, try more empathy, raise more questions, integrate more theories into practice, and experience more practice in the process of practical training. It is also advised to seek strategies to solve emergent problems and common problems in practice <sup>[14]</sup>. On the basis of teacher-student interaction, add more interactive links between students and students, encourage situational teaching mode, encourage role experience, and advocate situational experience, so that students can be immersed in the situation, think in others' shoes, and identify the needs of others to improve their shortcomings <sup>[15]</sup>.

## 5. Conclusion

To sum up, it is an urgent task to construct a scientific training model for preschool education, improve the training model, give play to the role of educational leadership, take scientific guidance as the basis, educational practice as the way, practical training activities as the platform, to improve skills as the goal, incorporate practical training into the routine, to improve students' vocational skills and market competitiveness and achieve

the purpose of vocational education, so that it can finally better serve the cause of regional preschool education.

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