

Practice Exploration of “School and Kindergarten” Cooperation to Improve the Employment Ability of Preschool Normal Students

Dongsheng Zhao¹, Zhijing Yin², Yuanyuan Zhang¹

¹Anyang Preschool Education College, Anyang, Henan, 456150, China

²Beiguan District government kindergarten, Anyang, Henan, 455000, China

Keywords: Preschool Education, Kindergarten Teacher Training, Employment Ability, “College And Kindergartens” Cooperation

Abstract: School and kindergarten” cooperation means that Higher Vocational Colleges cooperate with kindergartens. This model can give full play to their respective advantages and effectively improve the professional quality and employment ability of pre-school normal students. This paper analyses the meaning of the employment ability of pre-school normal students, and elaborates the four components: career goal planning, career practice level, career attitude and behavior, career enterprising ability. It combs the exploratory results of “school and kindergarten” cooperation to enhance the employment ability of pre-school normal students, and also emphasizes the combination of teachers' virtues and abilities, and the connection between pre-career education and post-career education.

1. Introduction

The employment ability of the student whose major is teaching in kindergarten is that his professional ability and work achievements can be improved continuously through acquiring the occupation of teaching in the recruitment of early childhood education institutions, and being competent in his job duties in actual work. Through the “school and kindergarten” cooperation carried out by higher vocational colleges and kindergartens and other employers, it is possible to give more effective guidance to kindergarten teachers from the aspects of professional quality, teacher ethics, etc. To improve their employment and better face the post-employment, various working relationships, reduce adaptation anxiety, accumulate good professional feelings, and achieve good career planning and development.

2. The Importance of Improving the Employment of Kindergarten Teachers.

Employability, that is, the ability of getting a job, refers to the ability of a person to obtain work, keep a job, and do a good job after learning. This concept was first proposed by the British economist Beveridge in 1909. He believes that employment ability is “employability” and refers to the ability of individuals to acquire and maintain work. After the 1980s, some American scholars revised this concept and believed that employment should be a dynamic process in which one obtains initial employment, maintains employment and re-selects, and acquires new jobs. This emphasizes the employment ability of the employed, and joins macroeconomic factors such as economic policy and employment market, and explains it from a more macro-level system. For the graduates of preschool education higher vocational colleges to be discussed in this article, the employment power means that the graduates can win the teacher positions in the recruitment of the early childhood education institutions, and they are qualified for the job duties in the actual work, so that they can make their own professional ability, and the ability to continuously improve work achievement.

Here, we emphasize that employment is more than simply a means of finding a job. It should also contain at least two layers of meaning: First, the positions obtained should be at a higher level in the same industry. Because any industry has a large number of different grades of job

opportunities, and the current early childhood education institutions are even more mixed, there are provincial and municipal demonstration parks, there are also top grade first-class or top grade second-class kindergartens, and there are still no assessments. Therefore, when we study the employment of kindergarten teachers, we must consider factors such as the employment market and policy implications. Second, after getting the corresponding position, you must be able to complete the corresponding duties, continue to retain this position or gradually get higher-level job opportunities. One of the reasons why the preschool education teachers in our country are lacking is that the professional loyalty of the practitioners is not high. The turnover rate of kindergarten teachers has always ranked first among all kinds of teachers at all levels. In addition to personal business ability, such as the treatment is low and the work is tired, is also important influencing factors. We need to pay attention to it when we study.

The issue of employability has long been a concern in many countries. For example, the UK's Higher Education for Capability (1988), funded by the government since the 1980s, is considered to be the common core goal of all university courses. Domestic research on employment has become more and more in-depth, but research on the employment of normal students in preschool education is still rare. In recent years, the state and society have been paying more and more attention to preschool education. On November 15, last year, Xinhua News Agency was authorized to issue "Several Opinions of the Central Committee of the Communist Party of China on Deepening Reform and Standardization of Preschool Education" to promote development the cause of preschool education. At present, domestic preschool education is still a relatively vulnerable spot in the entire education chain. There are still many problems to be solved in terms of funding, teacher construction, standardized management, and teaching quality. The entry adjustment and employment guidance of new kindergarten teachers is also quite prominent. Under this background, higher vocational colleges must focus on how to improve the employment of graduates of preschool education.

3. The Elements of the Employment Capacity of Kindergarten Teachers

Zheng Xiaoming described the employment ability of college students in his article "Employment Ability": "The employment ability of college students does not simply refer to a certain skill or ability, but a collection of students' multiple abilities. This concept is the comprehensive inclusion of various abilities of students. In terms of content, it includes learning ability, thinking ability, practical ability, application ability and adaptability." For the students of preschool education, employment is the embodiment of these abilities in professional practice. Specifically, it should include factors such as career goal planning, professional attitude behavior, professional practice level, and professional advancement ability related to the early childhood education industry.

3.1. Career goal planning

It is the expectation and prospect of kindergarten teachers on their entry, education and professional development. It depends on each student's understanding of the preschool education and the planning of the path to their own life. According to the author's sample survey of nearly three years students in our school, only about 20% of the students who completed the application of college entrance examination and made the cautious choices, after studied the content of the early childhood education and employment requirements. Many students are not out of recognition of the profession and have a deep understanding. On the contrary, they simply thought that "child education is just to look after children, accompany them to sing, dance, tell stories, play games" so that misunderstanding made them chose this major. After they have fully studied the courses of this major, there will be three kinds of differentiation: most of them gradually accept this profession from the heart and are willing to be their career choices, the so-called "because they know and love"; Part of it is determined that he will not engage in early childhood education after graduation, the so-called "break up because of understanding"; some students are learning and watching, until graduation, still holding the "try to do it" mentality to carry out early childhood education

institutions, their profession goal is not clear.

3.2. Professional attitudes and behaviors

It is the understanding and behavior of graduates who change their status from student status to professional status. For preschool teachers, it is the cultivation and belief of teachers, that is, the professional understanding, behavior style, and personal morality, sentiment and quality that teachers display in dealing with various interpersonal relationships and job duties in professional life. The specific performance is professional attitude, professional conscience, and professional beliefs and so on. As the lowest level of the whole modern education system and the youngest element of education, the teacher's morality is essential, which is not only directly related to the health development of young children, but also determines the professional loyalty and professionalism of teachers. Therefore, professional attitude and teacher morality are the internal motivation to ensure that teachers can overcome difficulties, work with peace of mind, and study hard.

3.3. Level of professional practice

The so-called “specialization of the profession” means that different occupations have specialized knowledge theory and technical skill systems. As far as preschool education is concerned, it is the professional knowledge and skills required for preschool education, including: preschool education, preschool child psychology, preschool child hygiene and other subject content; child-oriented, teacher-oriented, and ability Modern lifelong education concepts such as lifelong learning; the creation and use of the environment, the organization and conservation of one-day life, the support and guidance of game activities, and the planning and implementation of educational activities. These are the basic qualities of teachers' implementation of educational activities, which directly determine whether they can meet the requirements of work, and are an important component of employment.

3.4. Career enterprising ability

That is, the ability of kindergarten teachers to continue to retain this job after they have obtained a satisfactory job, which is also an important part of employment. Like other professional and technical jobs, kindergarten teachers also need their employees to continuously learn the latest achievements in the development of the industry, reflect on their professional performance at any time, and continuously improve their professional qualities. The curriculum system in the school will inevitably lag behind the innovative practice of the first-line preschool education. This also requires that the teachers in higher vocational colleges should not only be satisfied with the knowledge system in the existing textbooks, but should use the learning of the course content as the carrier to train students' ability of learning and reflection, which enables graduates to consciously learn the latest preschool education theories of domestic and foreign experts, master the latest practical achievements of various preschool education schools, and combine their own professional practice to continuously improve their professional level and enhance their own work ability.

4. The Exploration of “School And Kindergarten” Cooperation to Improve the Employment of Young Teachers

“The employment problem of college graduates is related to social stability and stabilization.” Local and universities have attached great importance to the employment of young people who with a focus on college graduates, and support the first step in helping students to move toward society. Due to historical and practical reasons, the preschool education career is still not attractive to graduates. In addition, some kindergarten teachers still have a lack of employment mentality, professional skills are not solid, and the overall quality is not high. The change in the identity of the teacher has caused problems such as “not going down”, “doing bad” and “can’t stay” in the kindergarten. To this end, we propose to improve the employment of young teachers and students through the growth of teachers' morality, and try to help new teachers enter the job smoothly

through the “school and kindergarten cooperation” integration model.

4.1. Promote professional identity and increase employment loyalty

In our research, we found that a considerable number of kindergarten teachers are very superficial or shallow when they apply for this major. For example, “the young teachers are all young people, and they are eating youth rice,” “the young teacher is playing with the children every day,” “the kindergarten teacher is learning to sing and dance and painting,” and so on. But after really starting to learn, they realized that early childhood education is actually a very theoretical and practical profession, and there will be fear. Moreover, the content of the existing curriculum system is generally biased towards theoretical explanations, and it is difficult to stimulate students' professional identity and emotional resonance. We try to invite the front-line teachers to take pre-vocational education, use their personal experience and personal feelings to tell the students about the work experience and professional value of the preschoolers, and enhance students' perceptual knowledge and rational identification of this profession.

When people choose a career, the primary consideration is a professional social assessment, which includes understanding and feelings about the social status and professional responsibilities of the profession. If practitioners without strongly agree with their professional work content and social responsibility, it is very difficult to achieve “love and dedication.” Therefore, when we carry out practical exploration, we always regard professional identity and professional attitude as the primary content, and pay attention to improving the professional skills of students, promoting the simultaneous improvement of their teachers' morality, feeling professional value and cultivating professional emotions.

4.2. Pay attention to the development of character and ability, enhance the employment strength.

Preschool education graduates must first face four new professional relationships after entering the job, and the entry dilemma often appears in these four aspects: teachers and society, teachers and occupations, teachers and students, teachers and parents. This is also the most important social relationship in the professional life of teachers, and it is also the main content to improve the employability of students. Focus on “establishing a correct outlook on the profession, handling the relationship with the society”, “mastering the work art, handling the cooperation of the main class”, “learning to do education and teaching activities, handling the relationship with children”, and “learning to do parental work, handling the relationship with parents”. Through a series of “school and kindergarten cooperation” courses and educational activities, pay attention to the common improvement of teachers' morality and professional quality, to achieve the goal of mutual progress and enhance students' comprehensive professional strength.

4.3. Strengthen the “school and kindergarten cooperation” to enhance the ability of sustainable development.

In the process of normal education, improving students' comprehensive professional quality is the basis for career development and professional improvement. On the one hand, we enhance students' theoretical literacy and practical ability through various aspects such as theoretical, practical, and technical courses. On the other hand, relying on kindergarten practitioners from the front line to provide practical professional guidance for students provides continuous development for students' development after entering the job.

After the graduates enter the post, the college teachers, through tracking and guidance, work with the old teachers in the kindergarten to help them carry out professional reflections, solve problems in time, accumulate work achievements, experience professional values, and continuously strengthen professional confidence. According to the individual differences of students and the characteristics of different kindergartens and management differences, we also carry out differentiated guidance, combined with a variety of activities organized by kindergartens, to help new teachers to resolve psychological conflicts and integrate into new teams as soon as possible.

5. Conclusion

Under the guidance of the “school and kindergarten integration”, it can not only strengthen the practicality of pre-service education, but also help employers to solve the problem of new teachers' entry and adaptation. Therefore, preschool higher vocational colleges should pay attention to the integration of pre-employment and post-employment, give full play to their respective advantages, and help kindergarten teachers improve their professional accomplishment and employability through various channels.

Acknowledgement

Fund Project: Supported by the Research and Practice of Higher Education Teaching Reform Program of Henan Province in 2017--”The Practical Study of How the Integration of Preschool Education College and Kindergarten promotes the Teachers’ Moral Growth of Prospective Preschool Teachers”(Project No. 2017SJGLX690). The Research Fund Project of Anyang Preschool Education College--”The Study on Teacher's Morality Education and Formative Education of Normal College Students”(Project No. 2018jjxm001).

References

- [1] Ren Shunyuan. Introduction to Teachers'Ethics. Hangzhou University Press, 1996 (7) 2.
- [2] Meng Tinghan. Reconstruction of the training mode of pre-school education professionals in Higher Vocational Colleges. Journal of Shaanxi Pre-school Normal University, 2015 (3) 21-24.
- [3] Zhao Dongsheng. Countermeasure Analysis of the Growth of Teachers' New Teachers in Kindergarten. Journal of Anyang Teachers College, 2018 (03) 114-117.
- [4] Hu Yanhong. Investigation and Analysis of Kindergarten Teachers'Well-being: Taking Anyang Kindergarten in Henan Province as an example, Journal of Shaanxi Pre-school Normal College, 2016 (1) 101-106.
- [5] Fan Yu. Present situation and Countermeasures of employment guidance for pre-school education graduates in Higher Vocational Colleges. Northwest Normal University 2015.
- [6] Zhou Hailin. Research on the relationship between learning responsibility, professional commitment and learning input of normal students. Journal of Shaanxi Pre-school Normal University, 2018 (8) 52-56.
- [7] Wang Qian. Current situation, problems and Countermeasures of students'entrepreneurship in kindergarten normal universities. Hebei Normal University 2016.
- [8] Zhao Dongsheng. Practical Research on the Integration of School and Garden to Promote the Development of Teachers'Morality of Kindergarten Teachers and Students. Journal of Jishou University (Social Science Edition), 2018 39 (S2) 245-248.
- [9] Longyu. A Study on the Professional Identity of Pre-school Education Students in Normal Universities. Hubei Normal University 2016.