

# The Development of Practical Training for Preschool Education Major in Higher Vocational Colleges Guided by Vocational Ability Training

Manling Xu

Tongchuan Vocational and Technical College, Tongchuan, Shaanxi, 727031, China

email: xc79823@163.com

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**Abstract:** Preschool education major in higher vocational education is a major aiming at cultivating "high-quality preschool education professionals". It can be seen that vocational demand is the basic condition for the formation of vocational ability of students in higher vocational education. With the progress and development of the times, the society needs not only engineering and technical personnel, but also compound high skilled personnel. The educational concept is not a specific ability, but an ideological content, which can be reflected in the quality and educational behavior of educators. Attention should be paid to the cultivation of students' professional ability so as to adapt to the requirements of professional posts as soon as possible, which has become a new field explored by the majority of kindergarten teachers. Strengthen practical training, scientifically arrange students' practical class hours and increase practical teaching time; Constructing the teaching goal with the cultivation of professional ability as the core. Strengthen teaching and practical training, set up courses scientifically and flexibly, and support the formation and development of professional ability; Strengthen vocational ability training, reform education and teaching methods to create distinctive vocational education characteristics.

## 1. Introduction

Professionalism is the main feature of higher vocational education, which takes the cultivation of students' professional ability as the main content, employment as the guidance, adjusts the professional setting according to the needs of the country and Society for some professional talents, and determines the number of personnel training [1]. The practice teaching of preschool education major in higher vocational education is an important way to deepen the understanding of preschool education theory. For today's preschool education in higher vocational education, we should pay attention to the value of practice, first of all, we should build a good curriculum system for students, so that the system can effectively help the development of practical training [2]. We must attach great importance to and speed up the development. To determine the training objectives of preschool education major in higher vocational education, we must first make clear the future job characteristics of the training objects [3]. We need to fully understand and understand the far-reaching significance of vigorously developing pre-school education, constantly enhance a high sense of career and responsibility, accelerate the improvement of the development level of pre-school education, and create a new situation for the scientific development of pre-school education [4]. We must firmly grasp the direction of vocational education in running schools, promote employment and service development, deepen reforms in the system and mechanism, carry out various innovations in vocational education modes, and adhere to the integration of production and education and school-enterprise cooperation. As for communication ability and scientific research ability, the requirement for pre-school education major students is to have the role consciousness of kindergarten teachers, be able to communicate with parents from the perspective of kindergarten teachers, have the inquiry consciousness of kindergarten education problems, and be able to actively learn and explore in practice [5].

Professional ability refers to the sum of the abilities and qualities that a person has that are conducive to his or her success in a certain profession, that is, the special abilities and qualities that

are necessary for the effective implementation of a certain type of specific activities. The analysis of early childhood activities is a necessary prerequisite for teachers to effectively organize and carry out activities [6]. Vocational ability is the most core quality in the quality structure of preschool education students in higher vocational education, which is oriented by employment, run preschool education well, train qualified talents for the society, and promote the healthy development of preschool education [7]. Only when children are truly understood, can they think about problems from the perspective of children, and can they design and organize early childhood activities. Early childhood teachers should set an example for children, show children words and deeds that can be imitated and learned, and lead or guide children to discover and acquire new experiences [8]. Improving their professional comprehensive ability has an important impact and is directly related to the realization of the training objectives of professional skilled and applied talents in pre-school education. It is necessary to strengthen the construction of pre-school education professional training room [9]. In order to meet the needs of higher vocational pre-school education reform for talents, we should attach importance to the cultivation of students' professional ability and be able to adapt to the requirements of professional positions as soon as possible, which has become a new field explored by the majority of kindergarten teachers. Therefore, this paper has carried out research on the development of practical training for preschool education major in higher vocational education oriented by vocational ability training [10].

## **2. Classroom Teaching Methods are Guided by the Cultivation of Professional Ability**

### **2.1. Establishing the concept of Higher Vocational Education**

Preschool education courses are more abundant and extensive than some professional courses. In addition to professional skills such as piano, chess, calligraphy, painting, dance and singing, they also include some "Pan education" theoretical courses such as psychology and pedagogy. We should explore the teaching mode of vocational ability orientation, combine case teaching method, project teaching method, group cooperation teaching, situational simulation teaching, and implement "personalized" teaching. The purpose of the core curriculum is to make students understand the content of early childhood education and care work, have professional ideal, and understand the goals, tasks, contents, requirements and basic principles of kindergarten care in China. In practice, the formation of students' professional ability is extremely complicated, in which the process of students' individual growth and sustainable development is an external social factor. In addition, through the continuous improvement and renewal of the individual itself, it continues to move forward. The concept of vocational education is "employment-oriented, competency-based, service-oriented". The core is that the talents trained by the pre-school education major in higher vocational colleges should actively adapt to the job demands of pre-school education institutions, especially kindergartens. Help students understand themselves, build self-confidence, promote the development of each student at the original level, and play the educational function of evaluation. It promotes the process of teaching reform, is close to the goal of higher vocational education, and improves the quality of teaching.

### **2.2. Continuously Improve Scientific Personnel Training Programs**

The primary responsibility of kindergarten teachers is to provide healthy, rich and colorful living and activity environment for children, and guide children to learn and grow in a lively, active and active way in their life and activities. The content of professional competence can be divided into professional competence, methodological competence and social competence, of which professional competence is based on professional knowledge and skills, purposefully meets professional requirements, and independently completes tasks according to certain methods. To systematically master the basic theoretical knowledge and professional skills necessary for this major, to form a new educational concept, to meet the needs of the current reform and development of pre-school education, and to be able to engage in all kinds of kindergarten education at all levels of qualified pre-school teachers. The content of education should focus on the kindergarten work, strengthen

practical teaching, pay attention to the cultivation of students' comprehensive practical ability, so that students can quickly take up their posts after graduation, and realize the zero-distance connection between school education and employment. The practice teaching outside the school is an indispensable part of the preschool education system, and it is an important part of the training of high-skilled applied talents in the preschool education specialty of higher vocational education. Through investigation, it is found that for kindergartens and early education institutions, regardless of their size, public or private, located in urban or rural areas, the job positioning is very clear. The main task of the staff is conservation and education. Understand and meet the needs of internship units in teaching, scientific research, management, etc., strengthen the cooperation of instructors inside and outside the school, and plan for the common development of both parties.

It is very important to have a correct understanding of higher vocational education. The basic task of higher vocational education is to train applied high-tech professionals. The characteristic of higher vocational education is to meet the needs of the society. Students majoring in pre-school education in higher vocational colleges should strive to improve their methods and abilities of finding, understanding and solving problems, apply what they have learned, and form the concept and habit of lifelong learning. Professional ability mainly includes three basic elements: first, the ability that must be possessed in order to be competent for a specific occupation, which is expressed as the post-holding qualification; Second, it refers to the professional quality displayed after entering the workplace. The third is the ability of career management after starting a career. From the perspective of educational practice management, modern organization theory treats organization as an open system, not only analyzing the characteristics and interrelationships of various parts from the content of the organization, but also focusing on the interaction between the organization and the external environment. That is to say, students at the pre-employment stage are brought into the advanced stage of the workplace through appropriate methods. The core is to enable students to have the practical abilities necessary to engage in a certain profession. The major employment positions for graduates of preschool education are kindergartens and early education institutions. They have a grasp of the laws of education and teaching and the basic ability to conduct education and teaching research in order to reflect the "normal nature" of preschool education and provide core courses for students. Laying the foundation.

### **3. Improvement of Vocational Ability Training in Preschool Education**

#### **3.1. Strengthen Practical Training**

In the process of cultivating students' professional ability, we need not only their own study and efforts, but also their subjective initiative to promote, improve and perfect their professional quality. Based on the needs of the post, the learning interest of the students is improved; the passive learning of the students is changed into the independent and inquiry learning under the guidance of the teachers, which forms the students' personality. In addition to the first classroom teaching, we also carry out extended teaching activities in the second classroom to increase internship opportunities and internship content. The internship provides practice opportunities for students majoring in pre-school education, by which students can understand and be familiar with the real teaching situation and process of early childhood education, and strengthen their professional awareness. Schools can invite preschool education experts, kindergarten principals and key teachers to give special lectures in a planned way, carry out probation and observation in off-campus bases, and arrange outstanding graduates to exchange experiences and other activities. To hold artistic performances and theatrical performances on important festivals to give students the opportunity to fully exercise. Organize students to attend concerts and art exhibitions to improve their artistic accomplishment and appreciation level; The real implementation of the "docking" of vocational education, that is, "docking of professional setting with industrial needs, docking of curriculum content with professional standards, docking of teaching process with production process, docking of graduation certificate with vocational qualification certificate, docking of vocational education with lifelong learning.

### **3.2. Ability Evaluation forms are Diversified**

Through educational practice activities, students can fully understand all aspects of kindergarten work, stimulate students' enthusiasm for pre-school education, consolidate professional thinking and improve students' professional practice ability. Adhere to the strategic position of giving priority to the development and key development of training rooms that highlight professional characteristics, and give priority to ensuring the capital investment of key training rooms, so as to promote the development of the entire pre-school education professional training rooms in a point-by-point manner. There should be a detailed internship program to ensure the effectiveness of the practice. In order to improve the chances of decentralized practice, the original practice of arranging only one practice course was abandoned. Let students work in groups and decentralized internships. Practice should be based on contact with large, middle and small classes. With the help and guidance of teachers, interns are becoming more and more familiar with the teaching business, gradually forming their own learning and reflection methods, and being able to talk and communicate effectively with their peers on certain issues, continue to progress in mutual cooperation, and raise issues Solving ability. Establish an internship feedback system to solve the difficulties encountered by students during the internship, understand the internship status of the internship internship base, and facilitate higher vocational colleges to improve the practice of student internship and achieve the purpose of enhancing the effect of internship practice. Demonstrating individuality and strengths, two-way choice, and improving the quality of employment are the ultimate goal of practical teaching and the only way to implement the professionalism of preschool education.

The setting of various optional courses organically supplements and perfects the required courses, and the two complement each other and complement each other, thus enabling students to form a "T" shaped knowledge structure with both depth and width, thus realizing the goal of quality education. Assessment and evaluation should change the traditional way of taking theoretical evaluation as the leading factor, combining theoretical assessment with practical operation, and combining ability assessment with excellent quality evaluation. When preparing lessons, teachers should organically integrate the curriculum content, change the teaching material content from the knowledge system to the teaching system, integrate the specific professional ability requirements into the course teaching and training process, and strengthen and standardize the cultivation of kindergarten teachers' quality. And the specific conditions of each specialty construction to formulate evaluation rules, and use effective methods to implement the evaluation work, in order to encourage training units to improve the practice of teaching management, strengthen the degree of cooperation with external practice units, and improve the quality of internship. Let students simulate teaching practice, and grade individual performance according to the implementation of education plans, classroom control and knowledge transfer, combined with students' abilities, and finally give a comprehensive score. This can reflect the status of students' knowledge mastery and practical ability. In the evaluation system, we must highlight the education and development of professional ethics of preschool education students, attach importance to the effectiveness of social practice and educational apprenticeship, and focus on the development of students' professional ability.

### **4. Conclusion**

This paper studies the practical training of vocational pre-school education which is oriented by vocational ability training. According to their own professional advantages, characteristics of training enterprises and equipment of training room, vocational colleges should learn and work at the same time to master practical training knowledge and skills in the process of practical teaching and training. In the pre-school education curriculum, we should take lifelong education as the guiding ideology, pay attention to the cultivation of students' ability of continuous learning and lifelong learning, and provide each student with a broad and solid professional basic education. Let students understand the uniqueness and necessity of preschool education, and help students form

scientific and reasonable professional cognition. The practice and exploration of pre-school education oriented by vocational ability training has achieved good results. The vocational ability of the students has been cultivated and the employment competitiveness of the graduates has been improved. At the same time, we should create a campus culture and professional spirit that reflect the characteristics of the times and specialties. Only in practice can it be comprehended by kindergarten teachers, gradually becoming vivid and profound, and gradually merging with kindergarten teachers' personal emotion, sublimating into main emotion, and accumulating into kindergarten teachers' personal experience and professional ability in behavior. The importance of educational practice in the whole personnel training system should be correspondingly increased, the practice teaching content should be enriched, and the management of educational practice should be improved to ensure that educational practice plays a substantial role in promoting the development of students' professional ability. Pay attention to the vocational ability training of preschool education students, so as to promote the improvement of students' quality, cultivate high-quality talents for preschool education, and promote the sustainable development of preschool education higher vocational schools.

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