

Exploration of "Professional Ability"-oriented Training Mode for Early Education Professionals

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Abstract: The state attaches great importance to the reform and development of education. Pre school education talent training is the core work of the development of early education. In view of the actual problems of the ability of early education professionals, it is of great significance to carry out the ability oriented early education talent training. Through the summary and refinement of education and teaching practice, promote the cultivation of early education professionals and gradually improve them. Taking the job requirements, typical work tasks, professional action ability and core professional ability as the starting point, this paper expounds the current needs of early education to express the healthy talent market, and captures the curriculum system of silver chemistry specialty, ridicule new teaching methods, strengthen students' understanding and action, and improve professional learning conditions. This is the talent market-oriented talent training opinions of early education specialty. In order to cultivate the types of talents to meet the needs of enterprises, vocational schools must cooperate with enterprises to improve the quality of early education and promote the cultivation of high-quality and highly skilled talents. This paper combs and analyzes the current situation of talent training of early education major in higher vocational colleges.

1. Introduction

Distance open education, which conforms to the development of the times, is a new learning model adapted to social development based on traditional education methods [1]. Higher vocational education must take service as the purpose, employment as the guidance, and actively cultivate and bring up tens of millions of high skilled applied talents for modernization [2]. Realization of employment oriented goal in Higher Vocational Education [3]. Its goal is to enable students to smoothly move towards the society, adapt to the requirements of jobs and social development, improve students' employment rate, and the early education has developed rapidly [4]. For: the surge in preschool teachers and managers has led to a shortage of early education graduates. The realization of the employment goal requires various conditions. For higher vocational education, in order to achieve employment orientation and improve the employment rate of students, we must strengthen the cultivation of students' professional ability, so that students have strong employment competitiveness, employment ability, post adaptability and development and innovation ability [5]. With the development of China's social economy and the continuous improvement of education level, higher requirements are put forward for the comprehensive professional ability of preschool teachers, which urges us to continue to explore and practice in the training of early education professionals [6].

Scientific and technological development promotes social change, artificial intelligence replaces part of human labor, and innovative development has become the first driving force of development. Education is not to cultivate learning "robots" who are good at winning high scores in exams, but to cultivate more unique and personalized talents [7]. The cause of early education has developed unprecedentedly, and there is a lack of high-quality and highly educated preschool teachers. Under this background, the cultivation of talents in the direction of early education in Higher Vocational early education is particularly important. This paper explores the talent training mode from three aspects: goal orientation, professional curriculum and education and teaching, In order to provide reference for talent training in the direction of early education of early education

specialty in Higher Vocational Education [8]. After decades of development, China's early education has significantly improved its school running level and teachers' strength. Preschool teachers are also facing the development needs of capacity expansion and quality improvement [9]. At present, the education and training of students' interest and professional quality are ignored in the training of early education professionals, resulting in students only taking their major as a working tool and channel, lack of love for early education, and the education level is not enough to meet the employment needs of early education institutions and parents' needs for teachers' quality. Therefore, it is necessary to take positive and effective measures to change this situation [10].

2. Early education major

2.1. Clear the goal of talent training

The orientation of early education in higher vocational colleges is both professional and exemplary. It is considered that higher vocational colleges should be committed to cultivating preschool teachers with good professional ideas and high literacy. They must have basic professional ethics, master advanced educational ideas, have professional teaching skills and professional knowledge, be able to better design activities, and have strong nursing ability, organization ability, self-development ability and reflection ability. Strengthen the normal nature of professional education, highlight practical ability, and cultivate the humanistic quality of professional talents; Strengthen the training of theoretical knowledge and professional basic ability related to early education; Combined with its characteristics and advantages, it has formed many training modes for early education professionals, trained early education teachers for the region, and achieved the goal of training early education professionals based on the central region, radiating the surrounding and facing the overall situation. The goal of higher vocational education is to cultivate tens of millions of high skilled talents working in the front line of production, operation, management and service, In order to adapt to the new road of industrialization and the adjustment of modern industrial structure, and upgrade the demand for high skilled talents. As shown in Figure 1, the requirements for talent selection are analyzed:

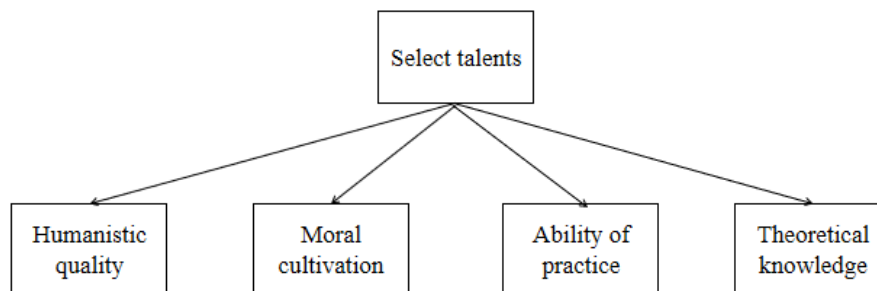


Figure 1 Analysis of talent requirements

The early education major in Higher Vocational Colleges cultivates the all-round development of morality, intelligence, physique and beauty, has good professional ethics and humanistic quality, has love, patience and sense of responsibility, and can meet the needs of the development and reform of early education. The traditional curriculum system of early education is mainly theoretical courses, the distribution of theoretical and practical hours is unreasonable, and students lack practical ability. In the selection and employment of talents, priority is given to talents with advanced early education ideas, good teachers' ethics and professional skills. Therefore, teachers' ethics education is first advocated in the cultivation of higher vocational talents. The curriculum content is not related to the textual research knowledge, and the "integration of curriculum and certificate" can not be truly realized. Therefore, it is particularly important to build a talent training model of early education guided by "professional ability".

2.2. Professional ability of early education professionals.

The "professional ability" of early education professionals simply means that graduates of this

major can be competent for early education jobs and have corresponding basic theories, basic skills, education, nursing ability and practical ability. As early education professionals, they should have the following professional abilities. In teaching activities, children are young and can not clearly express their ideas, which requires early education teachers to learn to listen, carefully and patiently understand children's various behaviors, and then understand children's real feelings. Through the observation, analysis and guidance of children's behavior, early education teachers can evaluate children's psychological and physiological development characteristics according to their age, communicate with children's parents timely and effectively, and provide scientific and reasonable personalized education guidance for their families; The design ability of teaching activities directly determines the success of teaching activities. Early childhood teachers should use their own basic theories, make full use of the existing teaching venues, design reasonable teaching activities and practical teaching objectives, conduct observation and analysis, and timely adjust and optimize the curriculum according to the children's performance, so as to make the curriculum design more reasonable, interesting and operational; Reflection and scientific research ability are important ways to improve the personal quality and professional ability of early education teachers. In addition to the basic teaching ability, early childhood teachers should also have a certain scientific research ability, constantly find and solve the problems in teaching practice, timely correct the errors in the teaching process, adjust the teaching methods, summarize the experience and lessons, and improve their own quality through teaching discussion, teaching notes, access to materials and so on.

3. Training mode of early education specialty

3.1 Performance of lack of professional ability of early education talents

At present, the lack of professional ability of early education professionals in China is mainly reflected in the following aspects. early education needs high-quality emotional investment and practical action driven by professional spirit and professional identity. The establishment of professional identity directly affects the quality of early education. It reflects that early education students have the psychological tendency of high vision and low hand in their actual work, and lack the service consciousness and hard-working spirit of taking early education as a public welfare cause, resulting in the lack of execution of early education and teaching activities. Employers have high requirements for the professional knowledge and skills of early education students. They need the basic workflow of early education units and the ability to use theoretical analysis and solve practical problems. On the basis of understanding the physical and mental development characteristics of preschool children, educational staff need to constantly try and explore effective early education courses, teaching materials and teaching environment, and enrich and expand educational forms, contents and methods. In practice, many early education teachers have the problem of insufficient innovation ability, which makes the curriculum and activity design of preschool children lack novelty, and can not well inspire the curiosity and creativity of preschool children. As educators, preschool teachers should use advanced early education theories to reflect on the phenomena in the process of education and teaching, explore the causes and solutions for the problems and difficulties in the process of education and teaching, construct with relevant educational theories, integrate educational ideas and cultivate educational ability. The survey found that some preschool teachers lack the awareness and ability of professional growth, and have poor reflection and research ability in education and teaching practice.

3.2 Practice of Professional Ability-oriented early education Talents Training

Optimize the curriculum structure, strengthen the content setting of Ideological and political courses and moral cultivation courses in the curriculum structure, cultivate students' noble teachers' ethics and style, and cultivate students' professional emotion for early education. Pay attention to the setting of theoretical courses, help students establish a correct outlook on children, teachers and education, and pay attention to the cultivation of students' practical teaching ability. As shown in Figure 2, the process diagram of training practice is as follows:

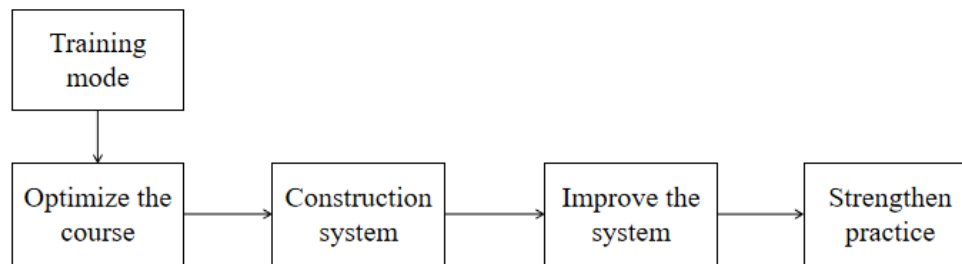


Figure 2 Training practice process

In the teaching process, we should comprehensively use a variety of advanced teaching methods and learning forms to guide students to effectively integrate educational resources and organize rich and colorful teaching activities. Help students teach students according to their aptitude, meet children's different needs and interests, and guide students to develop the habit of independent, cooperative and inquiry learning. Strengthening the construction of early education teacher training system and training teachers is an important aspect of the development and improvement of early education. Perfect teacher training includes three stages: pre service training, induction training and in-service teacher professional development training. Formulate corresponding curriculum standards and training mechanisms at different stages, and improve the continuing education system for preschool teachers. Improve the teacher training system of early education at different stages, carry out diversified training to improve professional ability, and effectively improve the ability required by qualification certification in the learning process. Strengthen the in-depth integration of the campus, improve the system construction, and build a leading training base with new ideas and methods in the field of early education, which can carry out professional post practice, teaching observation, skill assessment and other work. Practical ability is also an important standard for evaluation, including basic skills, professional skills and comprehensive ability. A complete talent training evaluation system should include process evaluation and formative evaluation, and have a complete evaluation standard system and evaluation method system.

4. Conclusion

The national reform of higher early education is being carried out in an orderly manner, which also makes the classroom innovation of Higher Vocational early education urgent. Optimize the curriculum structure, strengthen the content setting of Ideological and political courses and moral cultivation courses in the curriculum structure, cultivate students' noble teachers' ethics and style, and cultivate students' professional emotion for early education. At present, the demand for early education professionals is increasing, and more requirements are put forward for their professional post requirements, typical work tasks, professional action ability and core professional ability. By optimizing the professional curriculum system, innovating teaching methods, strengthening students' understanding and action, and improving professional learning conditions, we can achieve the effect of increasing the number and quality of talent training in early education, and promote the better development of society and early education.

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