

Research on curriculum setting and talent training of early education major in Higher Vocational Colleges

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Abstract: as China's early education has just started, there are many problems to be solved in the curriculum and talent training of early education. Therefore, it is necessary for this paper to carry out in-depth research and Discussion on the subject of curriculum setting and talent training of early education major in higher vocational colleges, in order to formulate a talent training mechanism more in line with the characteristics of higher vocational education, optimize the professional curriculum setting, and truly contribute to improving the quality of professional education and teaching, and promoting the vigorous development of early education in China.

Key words: higher vocational education; Early education major; Curriculum; Personnel training; Effective strategy

Introduction

The opinions on the implementation of the health China action clearly stresses that it is necessary to strengthen early childhood development services and improve infant care and other systems. As an important training base for early education talents who can meet the needs of different positions, higher vocational colleges play a guiding role in the curriculum setting and talent training of early education major in higher vocational colleges, and are closely related to the teaching methods, teaching contents and post training of the major. At present, because the work related to early education has not been systematized, its professional orientation, curriculum, talent training, teacher training and experimental training need further exploration and practice.

1. The necessity of curriculum setting and talent training of early education major in Higher Vocational Colleges

The educational goal of early education major in higher vocational colleges is to cultivate front-line educators who are able to engage in 0-3-year-old infant care and education in the education industry with solid knowledge, benevolence, good humanistic quality and innovative consciousness. China's early education has been widely concerned and highly valued, and put forward higher requirements for the comprehensive ability of relevant talents. From the perspective of the state, it attaches great importance to the education of children under the age of three. This also requires that higher vocational colleges must strengthen the comprehensive reform of early education, especially the curriculum and talent training, so that it can flexibly adapt to the needs of industry development. Higher vocational colleges can also complete the talent training tasks required by the state with high quality. Accordingly, Early education can also achieve innovative development. Judging from the current situation of curriculum setting and talent training of early education major in higher vocational colleges, there are still various problems restricting the progress and development of the major and industry. In this context, higher vocational education must comprehensively innovate the teaching methods of professional education and enrich the teaching content. Teachers should actively study the relevant legal documents issued by the state, comprehensively improve the quality of professional personnel training, and promote the stable and rapid development of professional teaching to the greatest extent. It can be seen from the above that the necessity of curriculum setting and talent training of early education major in higher vocational colleges is mainly reflected in promoting the comprehensive growth of infants and young children and cultivating their good personality and value cognition.

2. Current situation of curriculum setting of early education major in Higher Vocational Colleges

2.1 Talent cultivation characteristics are not outstanding

Through the author's actual visit and investigation, it is found that many higher vocational colleges are difficult to export industry counterparts with higher matching degree to the society, which ultimately leads to the lack of pertinence and outstanding characteristics of early education talent training. Most of the time, they just use a set of talent training system and professional construction mode of preschool education major. To give a very simple example, the talent training goal of early education major should focus on "insurance". In terms of curriculum setting, what is more needed is the curriculum of combining medical education. Because some higher vocational colleges have relatively weak teachers in medicine and nursing, the final setting effect of such courses is not satisfactory.

2.2 Optional professional core courses

Early education major can be said to be one of the emerging majors in China. Many schools are still in constant exploration and Research on the construction of its curriculum system. The major needs to help improve the training quality of 0-3-year-old infant educators on the basis of improving the professional curriculum system. At the same time, it should try to teach professional students the knowledge, skills and qualities that are more needed for their posts, but the actual situation has not met expectations. In terms of the professional core curriculum, most schools offer a large proportion of theoretical courses, which are relatively lack of professional courses integrating theory and practice, and many courses are similar to pre-school education professional courses, with little or no content of 0-3-year-old infant

health care or parenting included in the curriculum system, leading to the lack of professional specificity.

2.3 Weak professional training courses

First of all, the number and time of training courses are not reasonable. Some schools lack the facilities related to early education major or the equipment and facilities are lagging behind, which leads to the lack of conditions for these schools to open training courses, and the students of this major have some difficulties in training. Secondly, although some schools have set up professional training courses, due to the lack of “double qualified teachers”, it is difficult for students to obtain targeted training guidance, and the training is only superficial, resulting in poor training effect. Finally, internship enterprises or order enterprises that cooperate with schools usually have different training directions, which leads to the lack of unified goals in the construction of training projects and the setting of training courses for early education majors. In many cases, the teaching of training courses is divorced from the core competence of the post, which directly affects the quality of talent training. Take the course of “infant nutrition and feeding” as an example. The course was originally a training course, mainly to guide students to skillfully practice the mixing of milk powder and the addition of complementary foods. However, some teachers mainly talk about theories and watch videos when taking such courses, leaving little time and space for students to practice.

2.4 Lack of professional teaching staff

Fundamentally, the quality of teaching staff construction directly affects the professional development and construction. After extensive and in-depth investigation, it is found that although most of the teachers of early education major in some higher vocational colleges have the background of pre-school education or art education and teaching, they are still in the stage of learning and exploring the relevant content of early education major. Although they have a high level of scientific research and education and teaching ability, they are relatively lack of early education post experience and professional knowledge and teaching skills of 0-3-year-old infants. Although some schools have opened eye-catching courses such as “parent-child activity design”, “early education institution management”, “infant toy production and guidance” at the beginning of professional construction, these courses still cannot be implemented in educational practice due to the lack of corresponding professional teachers. In short, the lack of professional teaching staff will directly affect the quality of curriculum construction and comprehensive talent training, as well as the ability training of early education students to seamlessly link posts, and sometimes even deviate from the direction of professional teaching and talent training.

3. Effective strategies for curriculum setting and talent cultivation of early education major in Higher Vocational Colleges

3.1 Constructing a systematic and scientific curriculum system on the premise of environment

First, policy oriented curriculum standards for early education majors should be formulated. The guidelines for the learning and development of children aged 3-6 put forward specific requirements for the learning and development of infants aged 0-3 years. The trial implementation of kindergarten teachers’ professional standards puts forward basic requirements for the professional quality of kindergarten teachers from three aspects: professional knowledge, professional ability and teachers’ ethics. At the same time, it also points out the specific direction for the formulation of curriculum standards of early education major. From this point of view, in order to give a clear answer, early education should adhere to the policy as the core in the development process, formulate development guidelines more suitable for 0-3-year-old children’s education as soon as possible, and clarify the standards of teachers, which will provide effective guidance for the development direction of talent cultivation of early education major in higher vocational colleges, and also provide a solid theoretical basis for the optimization and improvement of professional courses.

Secondly, the professional curriculum system should be optimized and improved by taking the post core competence as the guide. Based on the actual survey results, combined with the specific requirements of various early education institutions and Society for the professional quality of early education practitioners, and on the premise of meeting the requirements of post core competence, the curriculum system of early education specialty is comprehensively optimized and adjusted. In addition to professional core courses, basic courses and practical courses, the curriculum system should also include humanities education courses related to ideological and political education and mental health education, so as to ensure that the curriculum is scientific and reasonable, and truly lay a solid curriculum foundation for the cultivation of professional talents. In addition, higher vocational colleges should pay attention to the construction of elective course system, expand the scope and types of elective courses as much as possible, and provide students with a wide range of elective courses, so that they can choose elective courses according to their own interests and future personal growth and development needs. At the same time, the school should also set up a number of characteristic professional courses according to the needs of industry development, such as Orff music, early education institution management, sensory integration training method, etc., in order to expand students’ professional skills from many aspects and angles, and better meet their specific education and teaching needs for the actual job in the future.

3.2 Do a good job in division teaching reasonably and coordinate the teaching time

According to the theory teaching, on the basis of the smooth opening of diversified theory courses, we should try our best to link up the training courses and strengthen the cultivation of students’ diversified ability. At the same time, on the basis of meeting the basic legal documents, we should strengthen the reform of the existing curriculum teaching form and content, and enrich the curriculum teaching resources. Through the professional talent training mode, guide students to apply the theoretical knowledge they have learned in time to practice, and constantly stimulate students’ personal potential. It is worth mentioning that the two links of theory and practice should not be separated from each other, but the teaching quality of each link should be maximized to achieve the education and teaching purpose of

1+1>2. In addition, on the basis of doing a good job in subject based teaching, teachers can appropriately increase or decrease professional courses. On the one hand, it is to purify the teaching content and highlight the key points. On the other hand, it can significantly improve the effectiveness of teaching and learning, so that students can obtain more comprehensive knowledge in the shortest time and lay a solid foundation for talent cultivation.

In addition, in order to fundamentally solve the problem of insufficient time to cultivate students' comprehensive ability, teachers can flexibly coordinate the teaching practice of professional courses, and carry out more comprehensive and three-dimensional teaching for students with the main line of cultivating students' professional ability and core literacy. In addition, teachers should reasonably arrange the teaching time of theory and practice, create more exploration opportunities for students' practice as much as possible, cultivate and improve students' comprehensive practical ability, and improve their autonomous learning ability.

3.3 Taking the opportunity of school enterprise cooperation to promote teachers' professional development

In addition to the flexible application of school resources, the construction of early education teachers' team should also make comprehensive use of all resources. Higher vocational colleges should establish a long-term and stable cooperation mechanism with enterprises to jointly cultivate talents, so as to achieve the goal of win-win and mutual benefit between colleges and enterprises.

First of all, deepen the school enterprise cooperation mode, open up the channels for professional teachers to practice in nurseries, and encourage teachers to actively participate in all kinds of early education activities. In order to comprehensively improve the level of teachers' comprehensive teaching ability, higher vocational colleges should build more temporary training and off-duty learning platforms for teachers, and provide high-quality on-the-job training opportunities, so that teachers can not only be competent for theoretical teaching work, but also provide targeted guidance for students' practice. In addition, higher vocational colleges can employ excellent front-line employees of the nursery institutions as part-time teachers of early education. Through the above ways to enhance the relationship between schools and enterprises, effectively make up for the shortcomings of the traditional professional teaching staff, so as to help the smooth construction of the "double qualified" teaching staff.

Secondly, in order to provide students with a more convenient training practice platform, higher vocational colleges can independently build parent-child parks serving their teachers and students, and cooperative enterprises can provide various practical guidance to schools according to previous experience, such as the work of parents, environmental construction, course arrangement and implementation, etc. At the same time, nurseries and schools can jointly build early education courses that integrate theory and practice, and innovate multiple composite courses and teaching modes. It is believed that through the joint efforts of colleges and enterprises, higher vocational colleges can cultivate more applied early education talents that meet the market demand.

Epilogue

With the vigorous development of the early education industry in China, it has put forward higher requirements for the talent training of related majors in higher vocational colleges. At the same time, the demand for talents in related industries is also increasing year by year, which requires that higher vocational colleges must pay special attention to the professional curriculum and talent training as the key work. In order to promote the stable and sustainable development of early education major and its industry.

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