

Research on the Professional Development Path of ‘Double Qualified’ Teachers in Preschool Education Major

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Abstract: This paper analyzes the importance of the construction of ‘double-qualified’ teachers in preschool education major of local higher vocational normal colleges from different angles. It is proposed to promote the professional practical reflection teaching and research learning should be adopted to promote the professional development of ‘double-qualified’ teachers in preschool education major, so as to provide reference for the professional development of ‘double-qualified’ teachers in preschool education major in local normal universities.

Keywords: Dual-qualification teachers ; Higher vocational colleges ; Preschool education

1. Importance of ‘Double Qualified’ Teaching Staff Construction in Preschool Education

In January 2018, “《Opinions of the State Council of the CPC Central Committee on Deepening the Reform of Teaching Staff Construction in the New Era》” required “to comprehensively improve the quality of kindergarten teachers and build a team of teachers with high quality and good education”. In November of the same year, 《Opinions of the State Council of the Central Committee of the Communist Party of China on Deepening Reform and Standardizing Development of Preschool Education》 clearly stated that a number of preschool teachers colleges and several preschool teachers colleges should be run well; In August 2019, the “《Implementation Plan of Deepening the Construction and Reform of “Double Qualified” Teachers in Vocational Education in the New Era》” jointly issued by the Ministry of Education and other four departments clearly pointed out that it is necessary to “basically build a high-quality ‘double-qualified’ teaching team with noble morality, superb skills, full-time and part-time combination, and full of vitality; By 2022, the proportion of double-qualified teachers in vocational colleges accounted for more than half of professional teachers. In October 2020, the Central Committee of the Communist Party of China and the State Council pointed out in “《Overall Plan of Deepening Education Evaluation Reform in the New Era》” that we should “improve the evaluation of vocational schools and focus on the evaluation of the construction of “dual-qualification” teachers”. How should preschool education teachers meet the requirements of the target country, continuously improve their “double-qualified” skills and grow into professional “double-qualified” teachers? In addition, according to the transformation and development trend of many colleges and universities in China, some local higher vocational normal colleges are transforming to ‘comprehensive and applied undergraduate colleges with normal education as the characteristics’. Facing the change of mission, how can schools solve the problems such as the shortage of ‘double-qualified’ teachers in preschool education major and the imbalance of teachers ‘structure’?

2. Research on the Professional Growth Path of ‘Double Qualified’ Teachers in Preschool Education

2.1 Accumulation in learning

Only by continuous learning and efficient learning can teachers keep up with the development of the times and fulfill their educational mission. Lifelong learning is the most important way for preschool education teachers to grow into double-qualified teachers. Different from students ‘learning, teachers ‘learning and growth have typical characteristics of adult learning. So how do preschool teachers grow into ‘double-qualified’ teachers through lifelong learning? First, we must recognize the knowledge structure, understand the theoretical basis behind the educational behavior, and make the implicit strategy conscious, so as to provide the possibility for the integration of new ideas and the development of new educational skills. Second, get the ability of self-learning, break through the limit of fixed learning time, realize the unity of personal professional growth and daily work, reduce the confrontation between the two; Third, the ability to evaluate their own professional development can objectively and scientifically evaluate their professional growth and the effectiveness of educational practice.^[1] Only by properly dealing with these problems, lifelong learning can change from concept to practice, so as to truly realize the effective improvement of preschool education professional ‘double-qualified’ teachers ‘professional quality.

2.2 Reflection in practice

Cultivating reflective practitioners has gradually become the common pursuit of the reform trend of world teacher education,

especially preschool teacher education. Society is developing and young children in development have obvious characteristics of the times. How to cultivate qualified preschool teachers who can adapt to the development trend of the times is a problem that every preschool education teacher should always think about. The existing scientific research achievements and theories cannot provide teachers with direct and effective methods to solve daily teaching problems. The real answer must rely on teachers to explore, summarize, reflect, improve and create themselves in teaching practice under the guidance of theories.^[2] Teachers of preschool education need to constantly raise questions, constantly reflect and improve teaching in the whole teaching career, so as to continuously develop. Through reflection, we can always find and learn more new things from teaching, obtain new experience from setbacks and success, summarize new practical teaching experience, and summarize new educational teaching theory. Finally, we can transcend specific educational facts and educational behavior, grasp the essence and behavioral motivation behind the phenomenon, make theoretical generalization and promotion, and generate practical knowledge and practical wisdom.^[3] The reflection on practical teaching can be from the initial simple practical diary to the complex case analysis, and then to the research papers from practice. Can also be a simple personal reflection, to the group discussion, then to the group debate ; Can also be involved in teaching skills competition, practice teaching skills, etc. Teachers ‘ reflection is constantly upgraded, refined and verified repeatedly in teaching practice, and decision-making behavior is gradually formed in the way of conscious reflection.

2.3 Innovation in research

In daily educational work, educational scientific research is an important means to promote educational reflection and verify the results of teaching reform. Teachers of preschool education major carry out educational research, which can not only serve the current work, but also realize the renewal of self knowledge and self ability. Teachers majoring in preschool education should have the spiritual motivation of brave exploration, hard research, unity and cooperation, and continuous innovation. They should consciously capture and discover meaningful scientific research topics, carefully select topics, collect data, conduct social surveys, and carry out experimental studies. Teachers majoring in preschool education should adopt scientific statistical methods, process and summarize research results, and objectively write research reports. Teachers of preschool education should strive to grind and modularize action-oriented courses. Preschool education teachers should take the initiative to adapt to information technology, artificial intelligence and other new technological changes. Preschool education teachers should make full use of the existing high-quality open curriculum platform of the country, local and school, as well as the application and open sharing of MOOCs, and improve the level of personal education and teaching by seriously grinding high-quality teaching resources such as famous teachers ‘ special classrooms, double-teacher teaching videos, remote collaborative teaching and research. Only by continuous research can we go to the avenue of “ dual-qualification ” teachers, excellent teachers and even educators.^[4]

3. Complimentary close

Preschool education stage is the initial stage of life to receive systematic school education. The experience and experience of children in this period, as well as the social development on this basis, will affect their life. Preschool education is a major with high theoretical and practical skills. Improving the dual-qualification skills of preschool education teachers and taking the development path of applied talents training are the correct choices for normal colleges at the local college level combined with local realities. In order to cultivate preschool education talents with good theoretical and practical skills that conform to the local social development, it is necessary to create an excellent “ double-qualified ” teaching team for preschool education major. Only by fully mobilizing their subjective initiative and improving their internal driving force can professional teachers embark on the path of “ dual-qualification ” professional development. It is hoped that the above suggestions can provide some reference for the professional development of “ dual-qualification ” teachers in preschool education major in local higher vocational colleges.

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