

Study on the Basic Theories for Pre-school Education Security

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Abstract: This paper aims to find out the strengths and weaknesses of the existing studies based on existential literatures and events to conclude the basic features of the pre-school education security: high public closeness, weak subjectivity, irreversibility, asymmetry, high elusiveness, and a basic theoretical model is designed accordingly. Furthermore, centering upon the construction of a secure pre-school system, some measures have been suggested as follows: strengthen the supervision system and create a comprehensive security mechanism.

Keywords: Pre-school Education; Security; Pre-school Education Security; Comprehensive

Preschool education is the foundation of basic education, and preschool education security is the foundation of overall education security. The preschool education system with kindergarten as the main form is the basic carrier of the current preschool education system in China. The main study and living hours of preschool children are basically spent in fixed and closed high-density groups except in the family. It can be said that the quality of kindergarten education directly determines the future life foundation of individual children, and even it is no exaggeration to say that it directly determines the overall national quality and the future of a nation. However, at present, our country has not perfected the independent preschool education legislation system, has not the specialized protection law about the preschool child safety, also has not aimed at the preschool education safety theory question thorough systematic research. These seriously affect and restrict the overall healthy development of preschool education. This paper starts with the analysis of the basic outline of preschool education safety, deeply analyzes the basic orientation of preschool education safety, and puts forward the basic theoretical research outline of preschool education safety.^[1] It provides a preliminary reference path for the theoretical development and practical operation of preschool education safety in China.

1 Safety basic theory and pre-school education safety model

Security refers to the state in which things are safe from threat and in a stable and controllable situation. Security is the most basic guarantee for the development of anything.^[2] In theory, security is divided into two categories: traditional security, which generally refers to traditional issues such as political security and military security, and refers mostly to the state; the latter usually refers to other forms of security other than traditional security, and generally refers to new security risks arising from scientific and technological progress and social development, such as traffic security, AIDS, perverted crime, terrorism, child trafficking, arms smuggling, cyber addiction, environmental pollution, moral decay, faith loss, borderline crime, political and economic corruption, etc. The security risk is potential, uncertain and chaotic, which is difficult to predict before it is transformed into a real security event, but it can greatly reduce the probability of occurrence and improve the stability and controllability of the system through a strict and scientific prevention mechanism.

2 Development and safety characteristics of preschool education

Lu Yugang, director of the Department of Basic Education of the Ministry of Education, once said deeply :” Preschool education involves all aspects, very complex, is not only an educational problem, but also a social problem .” The institutionalized preschool education in China began with the promulgation of Guimao school system in 1904. The value orientation of preschool education in different development periods is very different. The value orientation of preschool education is a kind of tendency that people show when choosing educational content and carrying out^[3] educational plan based on the general view and understanding of preschool education. It affects people’s preschool education concept, behavior habits and emotional characteristics to a certain extent. The century-old history of the value orientation of preschool education in China enlightens us that preschool education must first pay attention to the harmonious development of children’s individual physical and mental health. The values of knowledge orientation and social orientation must give way to the values of individual development orientation of children^[1] This article fully agrees with the above views. That is, the value base of the development of preschool education is the individual of children, the value goal is to realize the full and comprehensive personality development of every child, and the value guarantee is to create and maintain a safe and controllable macro, meso and micro security environment, which provides a comprehensive growth environment and system platform for children to grow up with good rule of law environment, rich humanistic environment and timely and controllable risks.

Through the analysis of the literature at home and abroad and the preliminary investigation and analysis of the distribution,

composition, management, facilities, personnel and mechanism of preschool education institutions in China, it is easy to see that there are great safety gaps and hidden dangers in preschool education in our country, both in physics and mechanism.^[4]The security problems in the field of preschool education have both common and individual characteristics, but the difference is still relatively large. Even within the education system, there is a fundamental difference between the safety of preschool education and the safety of other levels and types of education systems, such as secondary schools or vocational colleges. These differences are the objects we need to study and summarize in depth and propose solutions in practice. Generally speaking, the characteristics of preschool education safety can be summarized and sorted out from the following dimensions:

2.1 “strong public closure”

Preschool children receive care and education in closed kindergartens or similar institutions, covering almost all the time of the child outside the family environment. This period of time for most parents are in the state of work, belong to the “helpless” uncontrollable limit of time. There is generally no very special or urgent cause or situation, parents can not contact their children, so they can not get the specific situation of children in the garden. Even if closed-circuit monitoring systems are installed in some kindergartens, they are empty because of blind areas of monitoring, children’s lack of accurate memory, recognition and retelling ability, and the lack and inadequacy of intervention and rescue. Therefore, for parents and the public, kindergartens are public space institutions, but for children themselves, such institutions are real closed spaces. This dual feature can be characterized as “public closed space feature “, referred to as” public closed “. It is this kind of pre-school educational institution’s “public closure” characteristic that has buried the hidden danger for some threats, dangers and injuries.

2.2 “Weak subjectivity”

Compared with the characteristics of “strong public closure” in preschool education institutions, children themselves show a high degree of “weak subjectivity “, which belongs to the main body of children rather than other subjects. In the sequence of all educational objects, children’s safety autonomy ability is the lowest, while safety dependence will is the highest. This kind of binary subject combination characteristic with huge spacing puts forward very high requirements for the moral accomplishment, self-control ability, professional accomplishment and comprehensive ability of preschool teachers and auxiliary staff. It is no exaggeration to say that the moral expectation and requirement of teachers are the highest among all occupations in which the object of work is human; among the moral expectations and requirements of teachers, The moral expectation and requirement of preschool teachers is undoubtedly the highest. At the same time, this “weak subjectivity” feature further derived from the “strong vulnerability” characteristics. This characteristic determines that children can not effectively face and resolve all kinds of risks and hazards from inside and outside the campus, both physically and intellectually.

2.3 “Irreversibility”

There is a saying in China: three years old, seven years old. What is the meaning of the number that appears in this saying? In short, it summarizes the general law of children’s psychological development and the decisive role of external education and influence on a person’s psychology and behavior. From the psychological characteristics and personality tendency of the 3-year-old child, we can see the embryonic form of the child’s psychological and personality image in adolescence, and from the 7-year-old child, we can roughly judge his achievements and achievements after middle age. Therefore, this age period coincides with the period of preschool education. We believe that in this critical period of life, it is more important not only to guide and shape positively, but also to resist and eliminate negative effects and injuries. Because the various effects of this period, both positive and negative, especially negative and negative, are irreversible. According to some survey and statistical analysis, it can be found that most of the problem teenagers and adult offenders have defects and problems in psychological and behavioral habits. Most of these problems can be traced back to the negative effects of their early childhood and adolescence, including families, society and schools. If scientifically speaking, the real culprit is the person who exerts negative influence and harm on these criminals during their growth. Unfortunately, law and science do not have enough technology to identify and determine these causal relationships. Therefore, from this point of view, efforts to create and maintain a sunny, happy, positive growth environment for children’s physical and mental development has the most fundamental significance and value.

3 Conclusion

Children’s safety is the core issue in educational safety, which will directly affect the development of children’s physical and mental health, the happiness of millions of families and the future of the whole nation. However, a wide range of traditional and non-traditional security incidents targeting children and preschool institutions continue to emerge. Therefore, we should strengthen the basic theoretical research on the safety of preschool education, construct a professional preschool education safety governance mechanism covering legislation, education and comprehensive social governance, and lay a solid foundation for the healthy development of preschool education in the future.

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