

Practice and Thinking of Pre Job Training for New Teachers in Kindergartens

Fang Jia ^{1,2}

1.Hetao College, Inner Mongolia, China 015000

2.International College of Christine University, Manila, Philippines 1006

Abstract: Every year, there are tens of thousands of new teachers in kindergartens. These teachers include not only normal students who have received relevant professional training, but also non normal students. The different ways of school education, the different rules and regulations of kindergartens and the uneven quality of teachers all require new teachers in kindergartens to carry out pre job training in order to cultivate good teachers and guide the healthy growth of the future flowers of the motherland.

Keywords:Preschool teachers; Pre job training; Strategy

Introduction:New teachers in kindergartens still have many problems, such as lack of practical experience, bad teachers' ethics and conduct, insufficient reserve of necessary skills and knowledge, and poor quality of teachers. In view of these problems, pre job training in kindergartens should be changed to change the shortcomings of the teaching team, link theory with practice, improve the overall level of teachers, and ensure the smooth progress of early childhood education.

1. Problems of new teachers

1.1 Lack of practical experience

Most of the new teachers are newly graduated students, who have initially entered the society. Their contact with preschool education is limited to the knowledge learned in professional courses. As most of the courses offered by the school stay at the theoretical level and lack the time for students to carry out practical activities, even the normal students of early childhood education will still be at a loss when they are really exposed to education and teaching. It is inevitable that they will be physically and mentally exhausted in the early stage of education and teaching, and there is no way to take into account the daily norms of the kindergarten and the education and teaching of students.

1.2 Low ideological quality

As kindergarten teachers do not need to be tested for their moral level, it is inevitable that some people with low ideological quality will join the ranks of teachers. As a vulnerable group, children are vulnerable to persecution, and their expression ability is low, so they can not stop harmful behaviors in time. Therefore, teachers need to have a high ideological and moral level, and be able to consciously protect and maintain children's life safety and physical and mental health.

1.3 Low level of professional skills

Preschool teachers not only need to have basic education and teaching skills, but also must understand and master the necessary skills in daily life such as children's psychological analysis ability, emergency escape skills, health care knowledge, etc. The cultivation of these skills requires teachers' common reserve accumulation, not overnight. Most preschool teachers lack the knowledge of professional skills before teaching, resulting in low level and unable to deal with emergencies.

1.4 Uneven quality of Teachers

Some of the newly recruited preschool teachers are normal students who understand professional knowledge, and some are non normal students whose majors have nothing to do with education. They lack basic education and teaching knowledge reserves and cannot quickly enter the teaching mode. They know nothing about preschool psychology, preschool training and other aspects. They need long-term training and rapid accumulation of experience to be calmly competent for the position of preschool teachers.

2. Practice strategy of pre job training

2.1 Conduct situational training

There are great differences in thinking between adults and children, and teachers are difficult to understand some behaviors of children, so misunderstandings will occur, leading to wrong behaviors and hurting children's physical and mental health. Moreover, many new teachers lack social experience, are difficult to think in a different position, and are easy to be self-centered. Therefore, it is essential to add situational training to pre job training.

For example, during the training of painting courses, teachers can play the role of children and fundamentally understand the

children's understanding of painting courses, such as color recognition, pen holding posture and stroke control ability. Teachers should think from the perspective of children, think about whether they can have the above-mentioned painting ability with their cognitive level, and if not, how to teach them to master basic painting knowledge. Teachers can be divided into groups of two or more people. One person acts as a teacher and the other acts as a student. During the teaching, students should try their best to learn according to the cognitive level of children, test whether they can understand the teaching content of teachers, and whether students can master key knowledge points after a class. Then each group can discuss and modify. In this way, teachers can constantly reflect on themselves, improve their educational behavior and update their educational ideas^[1].

2.2 Conduct ethics training

In recent years, there have been an endless stream of news about the abuse and persecution of children by preschool teachers. Both parents and the kindergarten are worried about the occurrence of this kind of thing, so cultivating teachers' ethics is an essential part of pre job training.

For example, the kindergarten can organize teachers to watch the code of professional ethics for kindergarten teachers, recite the test after watching it, and put forward the key points in the code to fill in the blank for the selection test, so that teachers can remember the code of professional ethics and cultivate their awareness of professional ethics. After that, teachers can be organized to participate in lectures and trainings on laws and regulations, so that teachers can understand relevant laws and regulations, cultivate legal awareness, use laws to restrict behavior, and ensure the basic safety of children. After watching the lecture, write the experience, let the teachers accept and realize the seriousness of the law from the heart, so as to better regulate the educational behavior. Finally, in the process of education and teaching, the kindergarten can require teachers to make an ideological report after participating in the team organization, so as to ensure that teachers can deepen their cognition after each group activity, continuously improve their vigilance, and eliminate the occurrence of illegal and criminal acts that harm students' physical and mental health, so as to achieve the fundamental purpose of training and establish the ideological and moral code of conduct for incoming teachers.

2.3 Conduct professional skills training

In addition to basic education and teaching skills, attention should also be paid to the training of teachers' safety skills and first aid skills, so as to ensure that students have sudden accidents in kindergartens, teachers can use professional knowledge to protect children's life safety at the first time, and cultivate teachers' sense of responsibility.

For example, the kindergarten can organize fire safety drills, scientifically plan the escape routes of each class, ensure that all teachers and students can be safely evacuated in case of earthquake, fire and other disasters, prevent stampede, and incorporate the fire safety drills into the teacher training, so that the incoming teachers can be familiar with the escape routes of their classes, guide the students or help the head teacher successfully complete the drills, so as to ensure that they can escape safely. The kindergarten can also contact the local health service center to carry out health emergency knowledge training, so that teachers can know the basic first aid knowledge, and can correctly use first aid measures when students are in danger, so as to strive for rescue time. Cultivate teachers' basic health awareness, so that children can learn and live in a clean and healthy environment, and try to avoid disease infection caused by bad health habits^[2].

2.4 Layered training

As the quality level of new teachers is uneven, pre job training can assign teachers with the same level to a group and carry out training by layers.

For example, according to the actual situation, teachers' training teams can be allocated according to different standards such as age, education background and major. Teachers who often have the same problems can be assigned to a group, and then an experienced old teacher can help new teachers answer questions and solve problems. New teachers can also share teaching on wechat groups and other teacher exchange platforms, So that other teachers can apply good methods to their own teaching, constantly improve their own teaching content and improve the level of education and teaching.

Conclusion: Early childhood education has always been the focus of the whole society. Doing well in early childhood education requires good teachers, but also the support and attention of parents, kindergartens, society and the state. Pre job training needs not only the full cooperation of new teachers, but also the full support of other forces. Pre job training is the threshold of preschool education. Only by constantly improving pre job training can preschool education develop in a good direction.

References:

[1] Luowenjuan Induction training to promote the role adaptation of new kindergarten teachers [j] New curriculum, 2020 (50): 239

[2] Liu Dan My opinion on the professional ability improvement of new kindergarten teachers [j] Tianjin education, 2020 (23): 45-46

About the Author:

Fang Jia, female, 1980.03, from Bayannur City, Inner Mongolia, taught, Master of education, associate professor, Ph.D. candidate of International School of Christine University in the Philippines, research direction: kindergarten curriculum, preschool teacher training and professional development.

This article is the phased research result of the "Research on the model of kindergarten teachers' after service training based on learning community" (Project No.: 2019ygh010) in the 13th five year plan of educational science research in Inner Mongolia Autonomous Region.