

Exploration on the practice practice of preschool education major based on the "U-G-K" system

--Taking F colleges in Fuzhou as an example

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Abstract

The level of educational practice ability of students majoring in preschool education directly affects the teaching quality of preschool education. The educational practice of preschool education major includes professional cognitive traineeship, educational traineeship and post-job practice. This research selects "preschool education students from the second year of their sophomore internship" as the content of this research, and analyzes the requirements of local government agencies and kindergartens. The status of post-internship activities and the problems that arise in the process of post-internship, in order to seek a new model of preschool education professional talent training based on serving localities.

Keywords

"U-G-K" system; preschool education major; talent training; new mode of job placement.

1. Research Background

(1) Directional guidance of national policies

In July 2018, the Central Committee of the Communist Party of China and the State Council "Proposed Several Opinions on Deepening the Reform and Standardizing Development of Preschool Education" pointed out that preschool education is the beginning of lifelong learning, which is related to the growth of hundreds of millions of children and the future of the party and the country. Therefore, suggestions are put forward to improve the teacher training system, innovate the training mode, and optimize the training curriculum system. "Teacher Education Curriculum Standards (Trial)" pointed out that "Teacher education curriculum should strengthen practical awareness, pay attention to practical problems, guide future teachers to discover and solve practical problems, and also reflect the basic concept of teacher education of 'practical orientation'."^[1]

(2) The development orientation of the "Trinity" of post-internships

With the deepening of the practice-oriented teacher professional development, in order to overcome the problem of "lack of practical training in teacher education", the teacher education and training model under the U-G-S (university-government-school) linkage mechanism came into being, ^[2]"The "U-G-K" (university-government-kindergarten) model has also taken shape, taking kindergartens as the educational practice base, creating a teacher education experimental area, and realizing the integration of teacher education practice management in the interaction and cooperation of universities, local governments and kindergartens, so as to promote preschool education. The training of teachers and the development of preschool education also provide a path for solving the problem of disconnection between theory and practice in teacher education.

(3) Talent needs of local governments and kindergartens

Due to the relatively large gap of kindergarten teachers in Area C, most of them have a shortage of teachers, which affects the normal work of kindergartens. The local government agency took the district-directed kindergarten as a pilot project, hoping to rely on F colleges to help solve the problem of the lack of local kindergarten teachers. After in-depth exchanges and discussions among government agencies, schools, and kindergartens, it is determined that students majoring in pre-school education will enter the kindergarten every semester to carry out post-internship activities starting from the second year of university. However, this form of post-internship is rarely implemented in schools. This is an opportunity. It can not only solve the problem of kindergarten teachers, but also solve the problem of the school's educational internship arrangement every semester. At the same time, it can also help students to continuously accumulate practical experience for their future. The work lays the foundation; at the same time, it is also a challenge. After all, it is a brand-new cooperation model, which requires continuous exploration by the three parties to find a systematic and complete new model that is suitable for serving the local area and promoting the improvement of the practical ability of preschool education students.

2. Exploration on post-practice practice of preschool education major based on the "U-G-K" system

(1) Strengthen the overall planning and effective supervision of local government departments

1. The government should establish overall planning and set up a leading group

In order to ensure the long-term and effective development of the "U-G-K" cooperation model, so that the universities, the government, and kindergartens can share interests and communicate smoothly, and achieve a good effect of collaborative education, local government agencies should insist on participating in the entire cooperation process through intermediaries. Based on the local F colleges and the contracted kindergarten practice bases, a leading group composed of government department personnel, college preschool professional teachers, and kindergarten backbone teachers is established to serve the development of local preschool education, and is specially responsible for the coordination, cooperation and supervision of on-the-job practice work. , clarify job responsibilities and implement personnel rules. Clarify the main body of responsibility, organizational management system, investment and use of funds, and the goals, content, and means of service and guidance for the new model of post-internships, so that the government's overall planning can maximize the benefits.

2. The government should strengthen evaluation and monitoring work and formulate evaluation plans

The effectiveness of post internships is inseparable from the effective supervision of the government. In addition to coordinating the establishment of a post-internship leading group, government agencies should strengthen the supervision and evaluation of cooperative projects, and formulate scientific and feasible evaluation plans. The evaluation plan must first formulate the content and standards of the evaluation. According to the content and standards, it is possible to judge the achievement of the phased goals and overall goals of the post-internship work under the new model, and to discover the difficulties existing in the work and the key problems to be solved; secondly, to determine The time and method of evaluation, the evaluation time can be monthly evaluation, quarterly evaluation, semester evaluation, and year-end evaluation. The evaluation is carried out from the aspects of students' post-internship effects, intern teachers' guiding ability, and satisfaction of the tripartite personnel. Finally, specific evaluation requirements should be put forward and the operation should be carried out according to the requirements, so as to avoid blindness in the evaluation work and ensure the objectivity and fairness of the evaluation.

(2) Develop a practical system for post-job practice in pre-school education majors

1. Summarize experience and formulate an internship plan

(1) Before the end of the last semester, organize the three parties to summarize the situation and result analysis of the internship work in this semester, and discuss the implementation of the internship work in the next semester.

The experience summary of the last semester is one of the important basis for the work of the next semester. The local government agencies elaborate on various problems found in the process of overall coordination, evaluation and supervision; Feedback on various problems; professional teachers in colleges and universities summarize the problems and situations found in the process of internship guidance. By exchanging and discussing the problems found by the above three parties, summarizing the experience and lessons, and formulating the preliminary post internship plan for the next semester, so as to be able to work better.

(2) At the beginning of the next semester, organize the three parties to adjust and revise the post-job internship plan formulated at the end of the previous semester, in combination with the work arrangements of all parties in this semester.

As the saying goes: Planning can't keep up with change. At the beginning of the new semester, the three parties once again held a post-internship exchange meeting, and adjusted the formulated system and complete work plan according to the work plans of all units, and tried to carry out the new semester without affecting the normal work of all units. 's top internship work. At the same time, once again emphasize the position of the instructors inside and outside the school in the process of internship, in order to give full play to the value of instructors.

2. Clarify the goal of the internship

(1) Set the goal of internship for students each semester

Since the students have started to carry out post-internship work since their sophomore year, this is undoubtedly a daze for the students. Therefore, before students enter the kindergarten, set a clear goal for the post-internship practice, so that the students can "take the right seat" in the kindergarten, so that they will not be like "headless flies" who do not know what their purpose of leaving the kindergarten is, and they will not appear. There is a contradiction between the requirements of class teachers and the abilities of students.

(2) To formulate the internship guidance goals of the instructors inside and outside the school each semester

For the purpose of students' practice, the tasks and responsibilities of both the school advisor and the kindergarten advisor are clarified, and corresponding assessment standards and evaluation requirements are formulated to improve the enthusiasm and initiative of each practice advisor and improve the quality of practice guidance.

3. Develop post-internship assignments

From the sophomore year onwards, students must enter the kindergarten in batches to carry out on-the-job practice work every semester. In addition to helping alleviate the problem of the shortage of kindergarten teachers and assisting the class teachers to organize and carry out various work in the class, they must also complete the college's preschool education major every semester. For education see Internship Programs and Requirements. Therefore, on the premise of the detailed post-internship work plan for the new semester formulated in the early stage, combined with the needs of the kindergarten and the task of seeing the internship in the professional courses of the preschool education major in colleges and universities, detailed post-internship content is formulated. It not only allows students to arrange the content of daily internships, but also allows kindergarten teachers to clarify the tasks of students entering the kindergarten for internships this time, so that a balance point can be found, which can not only complete the task of seeing internships in the school's majors every semester, At the same time,

it can also assist the class teacher to complete the day's work smoothly and efficiently to a certain extent. With the continuous accumulation of students' professional knowledge and the continuous improvement of their professional abilities, the content of the post-job practice in each semester is continuously improved in difficulty and depth, which does not waste resources and can also meet the needs of kindergartens, so that students can enter a full post in their senior year. In the practice mode, you can directly enter the kindergarten, become a good helper for the class teacher, and even lead the class to work independently.

4. Develop a post internship evaluation system

(1) Develop a student internship evaluation system

Every week, several students enter the kindergarten to carry out on-the-job internships. After the students finish the week, they need to be graded and evaluated by their instructors inside and outside the school. According to the formulated work objectives and content, the on-campus instructors evaluate the completion requirements of the internship tasks from the professional courses, and the off-campus instructors evaluate the completion of the work content and the students' performance in the kindergarten. However, don't simply judge the whole internship process of an intern by "excellent", "good", "qualified" and "unqualified", and should strictly review the student's post-internship situation.^[3]

(2) Develop an evaluation system for instructors

In order to achieve the goal of on-the-job internship every semester and lay a foundation for long-term development in the future, in addition to evaluating the results of the students' on-the-job internship, it is also necessary to evaluate the instructors inside and outside the school. The self-assessment of the instructors can be combined with other evaluations from students, principals, colleges and government agencies to formulate clear evaluation indicators, which can not only make the instructors think about whether they have met the guidance requirements and goals during the internship process, but also help them. Treat each instructor more fairly and reasonably.

5. Carry out the summary work after the end of the internship

Each summary is for the next time to carry out the work better. In order to formulate a more complete and systematic internship system suitable for the development of local colleges and kindergartens, summarizing and reflecting is an indispensable part. During the post-internship process, the instructors in each school can hold periodic discussion and summary meetings to gather students who have completed their post-internships to share their experience of the week-long post-internship and the problems they encountered. Through exchanges and discussions, not only students can understand the importance of professional teachers seeing internships, but also the instructors can summarize the problems and provide reference for students who want to work on internships in the future. Kindergarten instructors can make a brief summary of the internship on the afternoon of the end of the weekly internship. Through simple communication with the students, let the students realize the problems they overlooked and correct them in the next semester's internship; also let the class instructors reflect on their omissions in the guidance work through the feedback of the students, so as to better carry out guide the work. Each student should also summarize and reflect on their one-week post-internship work, and write a post-internship report in written form. This process can make students aware of their weekly post-internship deficiencies or areas that need to be improved.

(3) Strengthening the exchanges between the subjects of post internships

Communication and cooperation are an important link between collaborative bodies. A practice community is a group composed of many individuals with the same beliefs and goals. Its

members have a shared cultural background and need to solve problems in practice in real situations.^[4] The significance of effective exchanges and cooperation lies in promoting the better development of local kindergartens, the cultivation of talents in colleges and universities closer to the market, and the continuous improvement of students' practical ability and problem-solving ability. Therefore, colleges and government agencies, between government agencies and kindergartens, between colleges and kindergartens, between government agencies and students, between colleges and students, between kindergartens and students, and between colleges, government agencies and kindergartens should be strengthened to establish a good relationship. cooperation, as well as regular and effective communication and interaction, so that the new post-internship model can run for a longer time.

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