

Innovation of "Dual system" Talent Training Mode of Preschool Education Specialty Based on High-quality Specialized Training Goal--Taking Quanzhou Preschool Education College as an Example

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Abstract. The pilot reform of the normal education "dual system" technical skills training mode was carried out by Quanzhou Preschool Education College. Through the innovation of the college-district-kindergarten work together, preschool education professional "dual system" technical skills training mode solve the kindergarten teachers to accept higher education and learning, get through and widening the channels of kindergarten teacher training and development effectively, improve the preschool education teachers' quality greatly. It has demonstrated and promoted the reform of vocational education personnel training mode in the new period.

Keywords: Dual system; Talent Training Mode; Reform and Innovation; High-quality Specialized Training

1. Introduction

Preschool education is an important part of the national education system and social public service system, an important livelihood project, but also the weakness of the national education system. And with the development of social economy, it has been paid more and more attention. In recent years, the state has provided policy guarantees for the healthy development of preschool education. The vigorous development of preschool education inevitably needs a large number of preschool-education teachers. As a preschool normal college bears the responsibility of training qualified preschool-education teachers.

To improve the quality of preschool education of Fujian province education and to cultivate high-quality preschool education specialized talents for the channel west bank economic zone, Quanzhou preschool-education college led similar colleges and various preschool education institutions engaged in preschool teacher education in Quanzhou and the south area of Fujian province to establish Quanzhou Preschool Education Group and Southwest Fujian Preschool Education Alliance. This created the new mode in the cooperation, promoting the school to work together with the kindergarten. It achieves their common purpose in the education of scientific research, consulting services, personnel training, professional construction, curriculum and teaching material construction, teacher team construction, practical base construction, graduate employment and entrepreneurship, and some more depth cooperation, as well as the resource sharing, complementary advantages, mutual benefit and win-win. Southwest Fujian Preschool Education Alliance composed of 122 units is committed to promoting teaching reform. The joint discussion of professional construction and cooperative work has created a better social environment for the promotion and application of the achievements in colleges and universities inside and outside the province. "China Education Daily" "Quanzhou Evening News", "FJSEN.COM" and other media have made special reports on the "dual system" talent training mode of Quanzhou Preschool Education College.

2. The pilot reform of the normal education "dual system" technical skills training mode was carried out by the college.

In order to serve the actual needs of the rapid development of preschool education better and play the advantages of hundred-year-old preschool education teacher training, Quanzhou preschool education college carries out the pilot reform of the "dual system" technical skills training mode actively. Education promotion channels has been innovated for in-service preschool teachers. And this helps local education departments to improve the education and teaching quality of teachers in private kindergartens.

The implementation process of the pilot project of "dual system" technical skills training mode can be divided into two stages.

The first stage is the first provincial normal education "dual system" in 2017, to explore the building in order to satisfy the demands of kindergarten oriented technical skills talents working mechanism. It focus on the implementation of the "hire admissions integration, enterprises dominant joint school education" as the main content of modern apprenticeship training mode reform pilot, to build Fujian version of preschool-education "dual system" vocational education brand. In that year, the new students enrolled passed the comprehensive test of cultural knowledge, professional basis and post skill level, and became the students in the first batch of "dual system" talent training mode reform pilot project of the school. After three-years study, they obtained the state-recognized diploma successfully.

The second stage is the expansion and improvement of school-government cooperation. Since 2019, the school has formed an alliance with the local education bureau for the development of preschool teachers, and explored and improved the college-district-Kindergarten cooperation mechanism. The local education bureau has issued relevant policies to guarantee the source of students, subsidizing students and coordinating and guiding the co-construction of "school-kindergarten" for the "dual system" talent cultivation mode of preschool education major.

Explore internal cooperation mechanism, interactive development

In the process of "dual system", in order to solve the contradiction between work and study and guarantee the quality of talent training, the school vigorously promotes the combination of work and study, highlights practical ability, and explores and improves the "college-district-Kindergarten" cooperative talent training mode. The successful operation of "dual system" preschool education professional talent training mode largely depends on the depth and breadth of cooperation between the school and preschool education institutions.

The key is to realize the cooperative interaction and common development between the school and the member units of the preschool education group and explore the benign internal cooperation mechanism. Preschool Education Group and alliance should set up school-district joint education committee, including professional construction steering Committee, practical training and employment steering Committee, project cooperation professional committee, etc., to build a platform for school-district cooperation.

3. Establish an operation organization and improve the management system.

According to the characteristics and advantages of Quanzhou preschool education college, preschool education specialty and preschool education institution, the cooperation platform with preschool education group, dual system, "school-in-Kindergarten" and "Kindergarten-in-school" as the carrier is established. A community of interests composed of school council, professional construction steering Committee, famous teachers' studio and teachers' studio is also Established.

We improve the management system, implement the "four Projects" of teacher team construction, build a long-term mechanism of talent exchange, intelligence mutual aid and achievement sharing, and build a teaching team with excellent business and communication between college-district-Kindergarten. We try to explore the deep and benign internal cooperation

mechanism from closed type to open type to achieve win-win cooperation between the college and other group members.

3.1 Establish organizational structure and build service team

We set up an organization for industry experts to participate in the whole process of teaching, academic and professional construction, and formulate a system of "talent co-education, teachers sharing, base co-management and quality joint evaluation".The college, local governments, kindergartens and other multi-subjects should cooperate in education, and industry resources should be integrated into each link of talent training, so that the needs of the industry can be fully reflected in the process of talent training.We establish professional research institutes, set up technical service teams, undertake teaching and scientific research projects, carry out scientific and technological services and cultural inheritance and innovation, and provide project resources for collaborative education.We jointly build a teacher training center for preschool teachers, carry out vocational training and skill appraisal, and improve the overall development level of regional preschool education.

3.2 Strengthen professional construction and improve connotation and quality

The primary problem of "dual system" preschool education personnel training is to improve the school level, professional characteristics and the ability to serve the society.The successful experience of vocational education shows that industry and enterprise should and can play a leading role in vocational education.

Preschool normal higher technical college is a special college for training preschool teachers.The college gives full play to its own professional advantages and strives to create an irreplaceable brand of preschool education that is suitable for the school and regional economic development.

First of all, according to the social development and the needs of preschool education institutions for talents, the college optimize the "dual system" preschool education professional curriculum. Secondly, it implement college-district-Kindergarten cooperation to jointly explore the "dual system" talent training mode of preschool education. Again, the college and the preschool education institutions cooperate, do the common development of subject research, give full play to the advantages of institutions in scientific research.At the same time, the excellent backbone of preschool education institutions are absorbed in the subject collaboration, to build a college-district-Kindergarten professional, collaborative education.

4. Innovative talent training mode, ensure high quality of cultivation

4.1 Integrate the resources of all the members and optimize the allocation

Teachers were organized to carry out special investigations in counties and urban areas of the province to master the new requirements of professional standards for kindergarten teachers in terms of professional philosophy and ethics, professional knowledge, professional ability and professional quality.Through the website of preschool Education Group Alliance, we set up the preschool education forum teacher training studio, build a cooperation platform for the common development of industry institutions, schools and kindergartens, and share various educational resources such as technology and information.A professional research institute has been established and a provincial-level preschool education teacher training center has been co-built by "school-Kindergarten". Also a technical service team has been set up to undertake teaching and scientific research projects, carry out scientific and technological services and cultural inheritance and innovation, and provide project resources for collaborative education.

4.2 A performance-first distribution and incentive mechanism established

We establish a performance-first distribution and incentive mechanism. We guide and encourage teachers to take the initiative to carry out technical services, vocational training, sending education (training) to the countryside and cultural inheritance and innovation. The college has become a teacher training base and a demonstration base of excellent cultural inheritance and innovation in Southern Fujian. We jointly build a teacher training center for preschool teachers, carry out vocational training and skill appraisal, and improve the overall development level of regional preschool education.

"Dual system" talent training leads the development direction of preschool education specialty. With it, we establish and implement a long-term mechanism of talent exchange, intelligence mutual assistance and achievement sharing based on "mutual employment and mutual employment" and "two-way exchange", with famous teachers' studios and teachers' studios as platforms, and with "professional teachers going to the grass-roots level and famous teachers and experts entering the classroom" as channels. This helps to build an excellent teaching team with excellent business, communication between school and Kindergarten, and combination of professional and part-time teaching.

On the one hand, teachers of preschool education institutions return to their school after graduation from Quanzhou preschool-education college, injecting fresh vitality into the cause of preschool education. On the other hand, the training and employment guidance committee of preschool education institutions timely do some market research, and give timely feedback to the college about the demand for talents in kindergartens and the working conditions. This helps the College to accurately understand the latest trends of the preschool education industry and the previous achievements of talent training, so as to timely adjust talent training programs and improve the quality of education.

Through this platform, the three parties can cooperate and exchange more effectively and achieve mutual benefit and win-win situation. At the same time, the College has established a training base for industrial institutions, explored a new post-service training model for preschool teachers that includes "graduates taking post in the park + preschool teachers pursuing further education off-duty", constantly improved the training quality of in-service preschool teachers, and actively trained various preschool education talents for preschool education institutions. Relying on the advantages of its resources, actively carry out vocational skills training, jointly develop industry skills qualification, so as to achieve mutual benefit and resource sharing.

4.3 The "dual system" preschool education professional talent training innovated continuously

The College, as the leader of the "dual system" preschool education professional talent training, collaborates with the education authorities of the government and kindergartens to innovate the distinctive talent training mode. It cooperates to construct a curriculum system based on teachers' educational tasks; introduce professional qualification standards and teachers' work norms, jointly develop characteristic textbooks and professional teaching resources, implement the "task-driven, project-oriented" teaching mode, and realize the connection between curriculum content and professional standards, teaching process and working process, and academic certificates and professional certificates.

The curriculum is closely around the teacher certification exam content, kindergarten teachers' professional ability and the core literacy knowledge, ability and quality of construction of curriculum system, together with the cooperation unit design based on learning the course system of early childhood teachers working process, supported by teaching jobs skills training, project-oriented teaching to construct professional curriculum system. According to the career growth stage of preschool education teachers, the typical work tasks are summarized, and the professional ability, method ability and social ability are integrated to carry out the course programming in the learning field, so as to reconstruct the systematic curriculum system of work process supported by post skills

training and centered on vocational post tasks. At the same time, considering students' status as employees, we adopt a hybrid teaching mode combining online "decentralized teaching" and offline "centralized teaching" in terms of learning methods, so as to ensure that students do not miss both study and work. All of this is to improve the position pertinence and vocational adaptability of personnel training.

The college-district-Kindergarten cooperation mechanism highlights the basic idea that is suitable for the development of The Times in the development of the "dual system" preschool education professional talent cultivation program. The talent training mode combined with the college and the Kindergarten is conducive to solving the contradiction between the demand and supply of preschool education talents, and realizing resource sharing and mutual benefit.

The government provides projects and financial support for school-park cooperation, and guides and coordinates college-Kindergarten cooperation. Kindergartens participate in professional construction, talent training and quality evaluation. The college provides talents and technical services for kindergartens, and assists local governments in improving the overall development level of preschool education. We finally realize the multi-subject collaborative education, jointly promote the development of preschool education. The college cultivates outstanding graduates with the combination of theory and practice, quality and skills for preschool education institutions to achieve the "zero distance" transition from school teaching to production practice. Preschool education institutions can provide practical training bases for students of this school, such as novitiate and on-the-job internship. They also provide front-line practice opportunities for the teachers in the college, so that the teachers strive to combine theory with practice so as to become "double-teacher" type teachers.

Meanwhile the College give full play to the leading role, providing on-job training, off-job learning and other continuing education for preschool education institutions, as well as scientific research services, professional consultation, and establish resource sharing, so as to realize college-Kindergarten cooperation, industry-research combination and work-study combination. Again, from the long-term benefit, preschool education institutions actively participate in the "dual system" talent training, in the development of talent training programs, professional construction, curriculum, training base construction and other work, and the internship and other practical training business, jointly cultivate qualified personnel.

5. Summary

Anyhow, through the innovation of the college-district-Kindergarten work together, the innovation of "Dual system" talent training mode improve the preschool education teachers' quality greatly. It has play an important role in promoting the reform of vocational education personnel training mode.

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