

Research on the Cultural Life Changes of Pre-School Education Graduates from Secondary Vocational Schools in Guangxi and Its Enlightenment from the Perspective of Microscopic History

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Abstract: With the micro historical methodology, this research narrates the cultural life changes in the past decade (from 2010 to 2019) of 10 graduates who major in preschool education in secondary vocational schools in Guangxi. The research describes the experience of individual cases and makes analysis to reveal the subjects' real history and current situation. In each individual's micro-narrative, the effort is made to explore the complex factors that affect individual development, find out those subtle but important details, and also the reasons for the lack of students' individual initiative, so as to provide a new perspective and reference for the secondary vocational school education and teaching reform and talent training.

1. Introduction

Ever since the promulgate of the National Plan for a Medium and Long-term Education Reform and Development (2010-2020) and the Policy on Development of Preschool Education at Present, preschool education in China obtained an unprecedented concern and development since the year of 2010. In order to solve the problem of lack of teachers, a large number of secondary vocational schools all over the country have set up the major of preschool education, and began to train teachers for preschool education on a large scale to satisfy the urgent need of the society. Guangxi, a province of southern China, has implemented three Three-year Action plans for preschool education in succession during this period. By the end of 2019, 87 secondary vocational schools specializing in preschool education had been registered with the education authorities in Guangxi. As a result, there are tens of thousands of graduates each year in preschool education.

As the industry norms of preschool education develops and requirements for the comprehensive quality of the preschool teachers improves, challenges and problems faced by the secondary vocational school graduates become increasingly obvious for their cultural capacity and teaching skills are relatively at a lower level, which make it difficult for them to adapt to the needs of the

development of industry and social transformation.

In view of this, the Ministry of Education officially requires that secondary vocational schools will no longer be allowed to recruit students for pre-school education, and the pre-school the major of preschool education will be gradually eliminated in secondary vocational schools. And, in order to achieve the goal of “Children Bearing”, regional administration departments clearly put forward that secondary vocational schools should set up and adjust their majors system, that is, secondary vocational schools should take the responsibility of fulfilling the task of “Children Caring” and set up majors that are more suitable for vocational students whose education level are comparatively lower.

2. Problem Posing

As a result, many questions are pondering in our mind: what is the current situation of the graduates in reality? How will the students that enrolled before the new policy be adapt to the needs of social transformation and development? And how can these on-the-job graduates make up for their inadequacy to meet the requirements of the development? And for what reasons, or problems on earth did those who left their jobs end their careers? And will secondary vocational students get better capacity in the era of a more and more accurate development of vocational education?

For finding solutions to these questions, this research selected 10 graduates as objects to make a cultural life track study. These 10 students are graduates from two schools, one is a secondary vocational school that specialized in preschool education (SC for short) and the other is a comprehensive vocational school with the major of preschool education (CC for short). By using the methodology of micro history, the research aims to find key factors that would affect their vocational capacity and quality. These factors would also serve as a new tunnel to renew the recognition of talents training and teaching reform all around Guangxi.

3. Definition of Cultural Life

Generally speaking, the quality of a person’s culture life is judged by both the education one obtained and the cultural leisure activity. For instance, in Canada, cultural indicators are divided into education and cultural entertainment, while in the social indicator system of Germany, cultural indicators are divided into education and leisure media consumption. Chinese scholars construct the evaluation index of cultural life from both education level and cultural leisure by referring to these viewpoints mentioned above. The former indicator is the index of cultural living standard, while the latter one is the index of resources or conditions to achieve cultural living standard. Other scholars also attach importance to the subjective experience indicators of cultural life.

By referencing to classifications at home and abroad upon the cultural life, this research takes Profession Cultural Life and Leisure Cultural Life as the composition of a cultural life with an aim to see the cultural changes of the objects in the past decade, taking into consideration of the vocational particularity of the study objects and the convenience of carrying out the research. Therefore, the professional cultural life in this research refers to the public life where there the objects learn professional cultural knowledge such as pre-service education and post-service training, and the leisure cultural life in this research narrowed refers to their leisure cultural life in private time, especially the time after study and work. These two Cultural Life are complementary and mutually reinforcing.

4. Significance of the Research

The improvement of the quality of cultural life is one of the basic signs of the all-round

development of human beings. How to level up the low educational of the students in secondary vocational schools has long been an important problem in the reform of secondary vocational education. At the same time, the study of educational history in the world is becoming more and more microcosmic and life-like, and students' educational life in history can enlighten today's educational reform. However, the history of Chinese education is only composed of the history of educational thoughts and educational system for a long time, which lacks study on education life history of human beings, so it is with the same fact in that of the secondary vocational education.

Therefore, this research tries to give a full play to the advantages of micro historiography research, making up the disadvantages of quantitative researches due to too simple indicators. So that people can have a more comprehensive and vivid insight into the cultural life of graduates majoring in preschool education of secondary vocational school. And in each person's microscopic narrative, to explore the influence of personal development consciousness, ideas, values, beliefs, obsession, as well as in times of change, of complex factors, is to find the clues and significant details, for the education departments and schools can take more accurate measures to improve the quality of cultural life of students, eventually to promote the education teaching reform for reference.

5. The Research Methods

5.1 Methodology and Specific Methods Applied in This Research

The research takes micro-historiography as the methodology, and specifically adopts a narrative research method. According to microscopic historians such as Carlo Ginzburg, the cultural or historical significance of an era is specific and subtle, which must be investigated differently according to different backgrounds and contexts with the help of the “Thick Description” method of cultural anthropology to conduct microscopic historical analysis. The most prominent feature of micro-historiography is its emphasis on the part and details, and its emphasis on narrative and analysis, that is, the use of analysis to promote the organization of description, the use of description to enhance the narrative nature of analysis, and the joint construction of the historical interpretation of the integration of analysis and narrative.

Meanwhile, the history of cultural life of preschool education graduates in the past ten years is explored with small groups and individuals as research objects. However, it is not subject to interpret the case itself, but to put the case in the context of time, combing with various interviews and archival materials to reveal their cultural life in the past decade, and then to discuss the formation process and influencing factors of their mental state. Through the analysis of the causes behind individual behavior, this research would obtain inductive description and analysis results.

The presentation of the research results will be presented by the combination of description and analysis to overcome the limitations of writing pedagogy and form the research text of life language style.

5.2 Selection of Research Objects

In this research, “intensity sampling” was used to select students from different graduation years and employment locations. Snowball sampling and convenience sampling are used. For example, when looking for research objects in the past ten years, firstly, according to the purpose of the research, we would search for archival materials such as school graduates' roster, follow-up records, outstanding graduates' deeds reports, etc., and then get in touch with them through local alumni associations.

Table of Basic Information of Interviewees

(Kindergarten Teacher = KT, Auto Sales = AS, Insurance Sales = IS, House Sales = HS)

Serial	Year of Graduation	Initial Education	Current Education	First Employment (& Location)	Current Job (& Location)	Time Spent as KT
NO.1	2012	SC	Undergraduate	KT\Chongzuo	KT\Chongzuo	7
<p>Profession cultural life <i>I have been working as a nursing teacher in the same kindergarten. During the self-study examination I has obtained junior college and undergraduate diploma. During my tenure, I had the training of business learning and team building arranged by the park every year. I volunteered to teach in mountainous area of Guizhou Province twice.</i></p> <p>Leisure cultural life <i>I have a wide range of hobbies, such as painting, dancing and music. In my spare time, I always insist on taking part in the practice and performance of a dance studio. Recently, I am interested in Cheerleading. I am studying hard. I hope I can use it in daily teaching and expand my talent.</i></p> <p>“She wants to say” <i>Although I'm a secondary school student, but through hard work I am not worse than others. I'm also planning to start my graduate school next year.</i></p>						
NO.2	2013	SC	College	KT\Hengxian*	Sales of Maternal and Infant Products\Nanning	2
<p>Profession cultural life <i>I have been engaged in the work of kindergarten teacher for 2 years, mainly as a childcare worker, because of the feeling of tedious work, pressure and I quit to start my own business. After discovering my interest in finance and economics, I obtained the Senior Finance Manager Qualification and a correspondence associate diploma.</i></p> <p>Leisure cultural life <i>In my spare time, I like to pay attention to financial news and often attend training classes and lectures. Set up my own customer base, often organize activities. But there is no time left for other things, like trips that I have been planned for years.</i></p> <p>“She wants to say” <i>I didn't expect that I would be engaged in finance and sales industry, which is quite different from my major. But it's good. I feel that finance qualification is much easier than condcuting teaching.</i></p>						
NO.3	2013	SC	SC	AS\Du'an*	Stay-at-home Mom\ Du'an*	2
<p>Profession cultural life <i>I have been working as a child-care worker for 2 years and have been a stay-at-home mom since I got married.</i></p> <p>Leisure cultural life <i>I have to do the housework every day, so I have no time and patience to pay attention to others, and also I have no intention to continue my study.</i></p> <p>“She wants to say” <i>I have a wonderful family and a happy life, and there is no need to think about the rest of my life.</i></p>						
NO.4	2013	SC	SC	AS\Nanning	IS\Nanning	0
<p>Profession cultural life <i>I have been engaged in automobile sales for 3 years, feeling great pressure of performance. After quitting my job, I have no other skills, so I can only work in insurance selling temporarily. After graduation, I have not received any further education or training, nor have I obtained relevant professional qualifications.</i></p> <p>Leisure cultural life <i>Apart from keeping in touch with my clients, who I merely contact with are my former classmates. And I usually like to play network games.</i></p> <p>“She wants to say” <i>I've saved some money over the years, and I've thought about going back to school, but it's too hard.</i></p>						
NO.5	2014	SC	SC	KT\Nanning	AS\Nanning	1
<p>Profession cultural life <i>It is too difficult to obtain the teacher certification, so I quitted. I only engaged in 1 year of early childhood education work; I quit my job at a time when car sales were booming, so I switched to auto marketing. I have not received any further education or training since my graduation, nor have I obtained any relevant professional qualifications. Sometimes it make me feel it's a pity.</i></p>						

<p>Leisure cultural life</p> <p><i>My current job is so busy that I can only take three or four days off in a month and have to work overtime every day. I want to play phone, Internet, nothing to think about as usual. One of the biggest recent spare-time cultural activities is taking a driving test.</i></p> <p>“She wants to say”</p> <p><i>Now the car isn't selling well, I want to change careers again. But I didn't have enough education to know what else to do. I feel that my age is not small now. Not as good as young people, can no longer study.</i></p>						
NO.6	2015	CC	College	KT\Napo*	IS\Nanning	2
<p>Profession cultural life</p> <p><i>I have been engaged in the nursery work for 2 years, because the working place is too far away from home and the income is too low, I came to Nanning to begin to be engaged in insurance sales work so far. During my tenure, I have received sales training and obtained correspondence college diploma.</i></p> <p>Leisure cultural life</p> <p><i>I'm running around all day now, and I don't have the time or energy to do anything else. I'm just focusing on performance every day. I play mobile phones (cyber-loafing) and watch variety shows whenever I am free.</i></p> <p>“She wants to say”</p> <p><i>All I want now is more bills and more money.</i></p>						
NO.7	2016	CC	CC	KT\Bobai*	HS\Bobai*	2
<p>Profession cultural life</p> <p><i>I have been engaged in child care work for 2 years, and then switched to commercial housing sales. I have not received any further education or training since my graduation, and I have not yet obtained any relevant professional qualifications.</i></p> <p>Leisure cultural life</p> <p><i>I usually like to make friends online, chat, and watch TV series. The biggest life plan at the moment is marriage.</i></p> <p>“She wants to say”</p> <p><i>It would be nice to have a stable job and income. I think getting married and having children is more important than going back to school to get promoted.</i></p>						
NO.8	2017	CC	still studying for a junior college degree	KT\Sanjiang*	KT\Sanjiang*	3
<p>Profession cultural life</p> <p><i>Up to now, I have been working as a childcare worker for 3 years in succession, and every year I have participated in the training of professional learning and team building arranged by the kindergarten. I like the work of preschool education very much. At present, I am studying for a junior college, and I only want to improve my academic degree and get the teacher qualification. I think it is my biggest professional development goal to become a real preschool teacher.</i></p> <p>Leisure cultural life</p> <p><i>In my spare time, I go back to school to learn and participate in campus activities. I feel very happy. I also took an active part in the union activities organized by the kindergarten. The social circle, though still limited to preschool education, is slowly expanding, with some new classmates and friends.</i></p> <p>“She wants to say”</p> <p><i>Early know the work is so hard, I used to study harder , now don't have to work so hard.</i></p>						
NO.9	2018	CC	CC	IS\Guangzhou	IS\Wuzhou	0
<p>Profession cultural life</p> <p><i>I have been engaged in automobile sales for one year in Guangzhou, but because of the fast pace of life there, high cost and great pressure, I chose to go back to my hometown to continue to work. Now I am considering changing my job.</i></p> <p>Leisure cultural life</p> <p><i>I usually like to stay at home, like online shopping, watching TV series. Because I left Nanning for a period of time, now and former classmates, friends are less contact. I didn't make new friends at work.</i></p> <p>“She wants to say”</p> <p><i>I feel like I've forgotten all my previous professional knowledge.</i></p>						
NO.10	2019	CC	CC	KT\Hepu*	Store Sales\Beihai	0.5
<p>Profession cultural life</p> <p><i>After graduation, I only worked as a child-care worker for half a year. I attended the on-the-job junior college and then applied to drop out. Now I work as a salesman in the city's shopping malls. Because of the demands of my job, I am currently studying make-up, service etiquette and sales skills in my spare time.</i></p> <p>Leisure cultural life</p>						

I like to focus on things related to fashion. I am a popularity of the APP called "Little Red Book", and I spend all my spare time on the operation of the APP. Social circles are also built on the Internet, with a record of staying offline for 50 straight hours.

"She wants to say"

The income of kindergarten teachers are too low. I'm happy with what I doning. Quick money is a bit of a hit. I love it.

(Note: All the 10 graduates are female. * the places marked are towns or below in Guangxi.)

5.3 Research Process and Data Collation

As a qualitative research, the objects, the methods, data collection and analysis, findings, etc. are under continuous adjustment, presenting a "Ring", and need to constantly go back to a certain point for reconsideration. For example, the interview of the above cases lasted for nearly half a year (from January to June 2020) and repeated visits were conducted. Moreover, this research is not divided into the collection of a certain case data and a single classification. Due to the practical needs of the case work and life time, simultaneous interviews and cross-collection are often carried out in the process, so it seems difficult to write an exact research procedures.

All the interview datas were collated and analyzed by referring to Carney's framework of "Analysis Abstract Ladder". The specific steps were as follows: to transcribe original data, to make registrations, to search for a genre, to form preliminary theoretical hypotheses and then test, and finally to integrate the data into an interpretation framework.

For example, interviews and data of the graduates No. 1 and No. 10 were compiled, during the process, data sources are demonstrated and the cultural life of graduates from the perspective of micro change is displayed. Courses behind the subjects' behavior are revealed.

NO.1
Processing of Data
Source Material: <i>From the beginning of entry has been engaged in childcare work for many years, do not feel like a real kindergarten teacher...But he is not reconciled, or very much want to become a real preschool teacher...I made up my mind to study for an exam while working... Very hard, but still persevered, took the college and undergraduate diploma, also took the teacher qualification certificate...I am grateful for my hard work...</i>
Registration: <i>To achieve from childcare workers to preschool teachers of the vocational rise; To achieve from secondary vocational college and then to the undergraduate degree rise.</i>
Category: <i>Professional cultural life.</i>
Hypothesis: <i>Clear career ideal, personal planning and strong subjective initiative is secondary vocational graduates to achieve personal growth and career development of the key factors.</i>
Interview Excerpts
Q: <i>What subjects have you been teaching the children when you were in kindergarten?</i>
A: <i>Not all the time. When I first entered the kindergarten, I was just a nursemaid and couldn't teach the children.</i>
Q: <i>How long is the babysitter?</i>
A: <i>Nearly 6 years.</i>
Q: <i>You just said that you are engaged in preschool education work for 7 years, there are 6 years of time is actually to do the work of nursery, is it? That's a long time. What do you think?</i>
A: <i>Yes, several colleagues around me, as well as a lot of former classmates have resigned to do other things. It was hard for me to keep it up. Because the technical secondary school education can't take the exam of teacher qualification, so I want to continue to study. In 2014, I got the associate degree, and then went on to review the exam of teacher qualification. Now in retrospect, I think it is incredible that I persisted.</i>
Q: <i>Congratulations, also admire you very much! Did someone tell you to do that?</i>
A: <i>I also do not have special person to give directions. In the technical secondary school when the teachers have already introduced these information, and then I began to sign up for the junior college tutoring class when the internship, kindergarten teacher qualification certificate examination books have been looking for many years.</i>
Q: <i>You've finally achieved the goal you set for yourself, haven't you?</i>
A: <i>Yes, the first stage, I am very happy now, and cherish to be a real preschool teacher. I also want to continue to study graduate school, to do a professional kindergarten teacher.</i>

NO.10
Processing of Data
Source Material: <i>Fashion APP blogger \ Web celebrity... ...Network virtual social networking... More than money... Registration: Have changed industry, new business, give up the original major. Category: Professional cultural life and leisure cultural life cross. Hypothesis: The professional recognition is low, the lack of initiative, resulting in the greater impact of realistic factors, the lack of realistic and reasonable planning for the future.</i>
Interview Excerpts
<p><i>Q: You just said that you have not done preschool education industry is it?</i></p> <p><i>A: Yes, I have been away for nearly half a year. Now I'm selling goods in shopping malls, but mainly living on the APP "Little Red Book".</i></p> <p><i>Q: Why do you choose to change careers?</i></p> <p><i>A: Kindergarten teacher's salary is too low. And I was just a childminder, tired and short of money, so I didn't want to work.</i></p> <p><i>Q: Did you ever think about insisting on it again?</i></p> <p><i>A: No, I just don't want to do. And the idea of kindergarten teacher's work before is completely different. And there are a lot of learning things feel useless, the operating standards of each kindergarten are not the same, after entering the kindergarten are equivalent to re-learn.</i></p> <p><i>Q: Do you think it's a pity? After all, it's my major.</i></p> <p><i>A: It's OK. Now I feel like my current professional is a network anchor, this is also a professional job. I'm doing fine. And a lot of former students now coming to me, let me take them to do it. I feel that many students do not want to do the kindergarten teacher.</i></p> <p><i>Q: Is there much of this?</i></p> <p><i>A: Quite a lot, maybe. There are also a lot of undergraduate and postgraduate students are doing live broadcast. We secondary school students are not able to do much work.</i></p> <p><i>Q: Do you think this will be your long-term career?</i></p> <p><i>A: It depends really. If you do well, you can do it for a long time.</i></p> <p><i>Q: Will it take up much of your leisure time?</i></p> <p><i>A: The Internet is also entertainment leisure. Anyway, I don't have anything special to do at ordinary times. Now I can also watch TV series and play games while broadcasting live, which is also a relaxing time.</i></p>

6. The Research on the Narration of Cultural Life

Through comparison, there is no obvious difference between the profession cultural life and the leisure cultural life of the graduates from the two schools, but the following problems in Common are presented. As for the commonality, this research does not regard the No.1 graduate as an example for she is too excellent and any individual can find a reverse individual. So this case will only be regarded as a proof of initiative play.

The narration of the Profession Cultural Life at the pre-service education stage: campus entertainment activities and colorful life.

The 10 graduates have been studying in the school's pre-school education program for three years before graduating. They generally reported that they were "at their fullest and happiest time when they were studying." In particular, the development of various cultural and artistic activities as teaching features of preschool education majors gave them more pleasure.

The narration of Profession Cultural Life at the workplace stage: work under great pressure with a boring life.

The 10 graduates felt that they shouldered heavy work after they started their careers. They all said that "it turns out that children are not so easy to teach, and they feel very tired every day". In the meantime, they were mostly engaged in the work of childcare workers, with tedious affairs. They had to tidy up the classroom and pick up materials after school, and they were often delayed off work with no spare time after work. "Do a lot yet get a very low income" has become a grievance for all of them. It is also the main reason why most graduates quit their jobs. For those

who made a shift of careers, they are mainly engaged in time-consuming service jobs, and work takes up most of their time in life. Most of the graduates said that “they feel like they're only getting enough food and clothing” and have no time to develop their interests and tastes.

Narration of profession Cultural Life at the post-job training stage: lack of motivation and purposes.

Based on a fact that to take part in the teachers' qualification test one need to possess at least a junior college degree, except for graduates No.1, 2, 6 and 8, none of the subjects has received any academic, skill or social training, so they cannot get the teacher qualification and become a qualified preschool teachers. Without other personal improvements, they just continue have to work in service industries such as housing, selling insurance and cars, which trapped them into a vicious cycle of “low expectations”.

Narration of Leisure Cultural Life: Life is boring.

Except for one graduate who focused on family life after marriage, most of the graduates choose to play games, cyber-loafing, Wechat or even web celebrity as their leisure choices after work, and indulge in the virtual cyber life. There are no special cultural activities that change in quality. With the exception of 4 people who changed their working places, none of the others had left their working places since they started working. The living radius is really narrow.

7. Research Conclusions

7.1 The Development Trend of Cultural Life

In general, the initial employment rate of these 10 graduates as preschool teachers is 80%, but their job stability rate is only 20%, which shows a significant decline. The interview found that 10 graduates only focused on the completion of daily work, and were satisfied with the Internet culture and entertainment products helped to kill their spare time, which mainly reflected their generally low cultural living standard, resource and condition index, and the evaluation index of cultural life quality was not as good as expected. Except for the 4 graduates who had the experience of continuing education, the cultural life changes of the others in the past ten years had been in a straight downward trend, and their current situation says that they will be still at a sluggish development trend in the future.

The downward trend is consistent with the current situation of the cultural life of most graduates. What is worrying is that most of them fall into a state of “low expectations” in terms of self-efficacy, life meaning, life satisfaction and life career development. This state will lead to the dislocation or loss of ideals, beliefs, and motivation.

7.2 The Reasons for the Change of Cultural Life

It is found that the cultural life changes of pre-school education graduates in Guangxi secondary vocational schools are the result of multi-dimensional interaction of factors such as time development, living space, social circle and subjective initiative, which accords with the viewpoint of sociologist Alfred Schutz in Phenomenology of Social World. Mainly reflected in:

First, the development of the occupation and its changes have a great impact on the changes and direction of graduates' cultural life. Trying to meet the development of early childhood education, especially the problem of teacher shortage, secondary vocational schools have been conducting a large-scale cultivation of preschool education graduates. Most of the graduates in the actual work cannot solute the problem of a low degree, which make them could not reach the qualification of preschool teachers. At present, among the full-time kindergarten teachers in Guangxi, the proportion of teachers with technical secondary school education background is 27.3%, and the

certificated employment rate is only 64%. The portion of qualified preschool education teachers could not meet the requirements advocated by the State that kindergarten teachers must be certificated to work. The graduates without certification can only assist other teachers to do tedious tasks and other tasks that require a lot of physical efforts. This makes them spiritually unable to obtain the satisfaction and sense of achievement as a teacher, and they are unable to obtain the possibility enough materially to pursue high-quality amateur cultural or artistic life. They often feel “low expectations” due to “exhaustion of body and mind” and gradually lose the motivation to pursue their own cultural life. These are very different from the “pleasure” they got at school.

Second, the change of living space regulates the content and way of cultural life of graduates. Most of the graduates trapped in limited field of life and work. Personal development or the space for improvement is very limited, and in an era of “Entertainment as the Priority”, they invest their spare time mostly into online entertainment, meanwhile the choice of cultural life are narrow. In addition, they also have to deal with pressure due to low income and high cost of living, so they are always at a low level in pursuit of higher career development, culture and quality of life.

Third, a self-reorganization is the most direct determinant of the quality of cultural life. In the same environment, secondary vocational school graduates' ideal pursuit, self-planning and personality tendency directly guide them to choose a boring and low-expectation cultural life. This is against the fighting spirit advocated by the mainstream society.

8. Enlightenments of This Research

In the construction of the national system: it is found that the change of cultural life of pre-secondary vocational education graduates reflects the gradual clarity, science and standardization of the development orientation of vocational education in China to a certain extent. In order to help pre-school students in secondary vocational education can find the right position in the development of society, the national education authorities should continue to take investigations as to maintain a dynamic adjustment of system construction, to give guide to secondary vocational students' cultural life change, and to maintain the momentum of positive migration.

And on-the-job training: a large number of short-term, thematic training and learning arranged by kindergartens cannot provide systematic and professional improvement for graduates. Any work unit has the qualification to engage in training, but it does not necessarily mean that any unit has the qualification to engage in education. The work unit is always unable and has no time to play the leading role in the educational task. The key lies in the two aspects of School Education and Individual Subjective Initiative.

As a result, in terms of School Education:

On one hand, most of the current secondary vocational schools should pay more attention to the construction of technical skills courses and the cultivation of operational ability, so that vocational education would not ignore the development of students' spiritual quality, vocational ideal and cultural ability. Secondary vocational schools need to make further classification between these two concepts of “education” and “training” clearly and adhere to the fact that the “education” is the only attribute of education, its object is people, the purpose is people's happy life, the process is to tap the human potential and enlighten people's mind and wisdom.

On the other hand, it is necessary to vigorously carry out the “3+2” or “2+3” five-year jointed school-running system between secondary and higher vocational schools, to create channels for students of secondary vocational schools to improve their academic qualifications and skills. It should be emphasized that this is not a simple connection of learning time, but a phased development in the cognitive development of preschool education. The key is to deconstruct, integrate and reconstruct the content and requirements of the “Kindergarten Teacher Professional

Standard” in an all-round way, and to construct the “integrated” preschool teacher talent training system of secondary and higher vocational schools. And, the “integration” should not be the opposite of “diversity”, but to combine the advantages and characteristics on all aspects of resources, namely: the government department in charge of education, industry, enterprises and schools, all are the important main bodies that need to go hand in hand to ensure the quality of teaching. With the support of the government, all parties can be coordinated, professional expert teams can be established, guidance and research can be carried out, and research can be conducted on the development, training objectives and specifications, curriculum system and other aspects of the secondary and higher vocational bridging teaching standards, so as to further standardize the secondary and higher vocational bridging education and improve the quality of talent training.

And in terms of the Individual Subjective Initiative:

Israel Scheffler had pointed out that each of us has the ability to change ourselves by changing some of our characteristics. Therefore, factors such as weak cultural foundation and high working pressure cannot be the excuses for them and all secondary vocational school students to refuse to work hard. The development of the graduate No.1 is a good demonstration indeed. Her clear attitude towards her career ideal, her efforts to make up for her shortcomings, and her persistence in the process still lies in the play of her subjective initiative, while the root lies in the cultivation of her learning ability. This should be an important part of school education. In teaching practice, what should be taught are behaviors that need to be taught with emphasis, rather than the skills that can be acquired naturally in future jobs. This is a real education, pointing to the education of cultural life, so as to stimulate the students' spirit, thinking and ideal.

In view of this, China has positioned preschool education in the secondary vocational education for the goal of “early childhood caring”, we can believe that under a clear positioning, it will be better for secondary vocational school graduates to find a feasible path of professional development, and to make incentive and guide for the individual subjective initiative. They will no longer be trapped in the problem of weak cultural foundation and they can work harder to achieve their own growth and development. In other words, they can not only generate the professional ability that can be well developed in each individual, but also they can develop the ability that has personal characteristics so as to be better adapt to the needs of industry and social transformation and development.

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