

Exploration of Training the Undergraduate Preschool Education Professional Talents Based on Teacher Professional Identity

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Abstract: The preschool education in China is currently in a stage of rapid development, gradually transitioning from "nurturing young children" to "nurturing young children with excellence". "Providing excellent education for young children" is the current goal pursued by the development of preschool education. The key to achieving this goal lies in the teaching staff and undergraduate students majoring in preschool education will be the main reserve force for the future development of preschool education. The improvement of the quality of talent cultivation in undergraduate preschool education is the key to cultivating professional identity. Based on the perspective of teacher professional identity, this article analyses the connotation and relationship between professional identity and talent cultivation in undergraduate preschool education. It explores the practical path of talent cultivation in undergraduate preschool education from four templates: basic knowledge, professional skills, language ability, and professional practice, in order to help preschool education students improve their professional identity and promote the development of preschool education.

1. Introduction

China's preschool education has achieved basic popularization and is transitioning from "nurturing young children" to "nurturing young children with excellence", showing a good development trend. However, due to factors such as late start and limited conditions, it is still a relatively weak link in the education system. Due to high work pressure, low salaries, and frequent occupational burnout, the turnover rate of preschool teachers has also increased. The instability of teachers is largely due to the low professional identity of educators. Professional identity is not only a means of making a living, but also a need to reflect a person's self-worth. The professional identity of preschool teachers is the degree of recognition and acceptance of their job by individual workers, which directly affects the work attitude of preschool teachers and affects the quality of preschool education.

2. Professional Identity and Undergraduate Preschool Education Professional Personnel Training

2.1 Preschool Students at the Undergraduate Level are a Powerful Reserve Force for the Future Development of Preschool Education

In 2021, the number of children in kindergartens reached 48.052 million, including 295,000 kindergartens nationwide. There were 48.052 million children in preschool education, with a gross enrollment rate of 88.1%. Preschool education was basically universal. [1] It is a major strategic goal of the country to run preschool education well and realize the transition and development from "preschool education" to "preschool education". Preschool teachers are an important implementation of this strategic goal, the main force to promote the development of preschool education, and the top priority to improve the quality of preschool education. Although the development of preschool education in recent years has made the gap in the number of teachers majoring in preschool education properly filled, "quality" is the key on the basis of "quantity".

At present, the uneven level of preschool teachers is one of the current situations of preschool education in China. Due to the scarcity of preschool professional teacher resources, many teachers across professional in the preschool education industry, many kindergartens in recruiting preschool teachers entry lax, some do not have preschool teacher professional qualifications of social personnel to enter the kindergarten teachers, the teachers 'theoretical knowledge is relatively weak, lack of physical and mental development characteristics of children growth, it will seriously affect the development of preschool education, and even the children's physical and mental health development. The root of its development is to improve the comprehensive quality and education and teaching ability of preschool teachers. The society has a strong demand for high education and high level preschool teachers, and the training level of preschool education is getting higher and higher, which also makes us focus on preschool students at the undergraduate level.

In 2022, the Ministry of Education issued the 2021 Statistical Communique on the Development of National Education, which mentioned that there are 3.191 million full-time teachers in preschool education, and 87.60% of the full-time teachers have a college degree or above. [2] While the social demand for preschool education is increasing, the scale of teachers has been continuously optimized and adjusted by the internal structure of higher education, which also means that the quality requirements of preschool teachers are becoming higher and higher, and the training of preschool education students in undergraduate universities tends to become more specialized and specialized. Students majoring in preschool education at the undergraduate level are highly theoretical, rich in skill training, but also have a strict internship system, relatively mature practical operation ability, and professional communication and interaction abilities. In ordinary institutions of higher learning to "applied" under the background of transformation, applied undergraduate colleges, preschool education professional talent training goal is different from the traditional "theoretical" "knowledge" talent, also is different from college technical attention to "skilled" talent, is the most potential in the army, is the future development of preschool education career powerful reserve.

2.2 The Improvement of the Training Quality of Undergraduate Preschool Education Professionals is the Core of Professional Identity Training

With the implementation of the three-child birth policy and the needs of the current social development, pre-school education career in the good opportunity for development, preschool education, professional talent service expanding, countries, society, and parents of preschool education teachers put forward higher requirements and look forward to, countries also for undergraduate preschool education professional personnel training quality. So far, undergraduate

universities with preschool education majors shoulder the important mission of cultivating talents for the country [3]. The research shows that preschool teachers have strong mobility and the turnover of preschool primary workers is common. Preschool education workers have a low sense of professional identity, which leads to their career planning cycle does not meet the requirements of preschool education professional talent training. Therefore, it is very important to cultivate the professional identity of students majoring in early childhood education [4-6].

The Hotl-Reynodls (1991) study emphasized the importance of student experience, and the identification of students' selves can lead to the professional identity of preschool teachers. Undergraduate preschool education system is four years, when applying for this major; there is a certain degree of awareness of this major. Studies have shown that undergraduates can improve their cognition and understanding of preschool education through four years of undergraduate theoretical and practical courses [7-8] and participation in school related professional training activities. Kindergarten teachers stimulate children's interest and love for education, and promote the cultivation of professional identity and professional emotion. And most of the secondary school students choose preschool education, professional reason is not ideal, the need to choose a high employment rate of professional, secondary school students in reading professional is only 16 years old, minors age is small, lack of life experience, has not yet established the correct view, so the professional has not relatively clear cognition, its professional cognition is weak. Secondly, the training of preschool education under the "2 + 1" education mode. The "2 + 1" specialized level training mode is two years of professional learning and in-school training in school, and the last school year of the kindergarten internship. This training mode will lead to students' cognition of the preschool education, major staying at a shallow level, and not giving enough time for students to deepen their professional cognition and emotion of the major. By comparison, it can be seen that the training mode of an undergraduate preschool education major is more conducive to students to deepen the cognition and emotion of the preschool education profession. The quality improvement of the training of undergraduate preschool education professionals is the key to professional identity training, to help preschool education students to improve their professional identity, to promote the development of preschool education [9-10].

3. Research on the Practice Path of Cultivating Undergraduate Preschool Education Professionals

Good preschool teacher need to be able to adapt to the needs of preschool education development, have a solid psychology, pedagogy basic theory, master professional knowledge and basic skills, with strong expression ability in English and English, Chinese English teaching ability, which is to in all kinds of early education institutions, early childhood education institutions engaged in English and Chinese teaching, early childhood social services, preschool education research and management of moral, intellectual, physical, beauty, the all-round development of applied talents.

Centering on the training goal of excellent preschool teachers, just like building a house, we should first build a platform for preschool teachers' basic skills. From the four templates of basic knowledge, professional skills, language ability, and professional practice, we should prepare for the workplace as shown in Figure 1.



Figure 1: Objective framework of preschool teachers' basic skills training

3.1. Solid Basic Knowledge, Improve the Output of Knowledge and Professional Skills

Systematic education disciplines and preschool education expertise are the necessary weapons for a preschool education student at the undergraduate level. In the courses of undergraduate preschool education, there are two sections: subject and professional theory courses, professional skills courses, and educational practice courses. Subject and professional theory courses, such as Education, Preschool Education, Preschool Child Psychology, History of Chinese and Foreign Education, etc. Professional skills courses include piano method, vocal music, Children's Painting, Children's Dance Creation, etc. Subject and professional theory courses are helpful to the establishment of students' knowledge theory system and the resources to improve students' core literacy. Most of the students majoring in preschool education are at zero starting point when learning skills courses. Learning professional skills courses requires preschool education students of non-art majors to cultivate art skills, which is undoubtedly a challenge, but it is also a good opportunity to shape students' comprehensive quality and ability and cultivate students' professional skills. Professional education practice activities are corresponding to the other two courses, such as Chinese and foreign education history story meeting, art teaching performance, children's picture book creation and compilation competition, preschool teachers' micro class competition, preschool teachers' lecture competition, etc.

In the current undergraduate preschool education professional talent curriculum, often because the professional training orientation is not clear or think undergraduate education can only cultivate "academic" talent positioning error in the professional theory courses, professional skills courses and the proportion of education practice course arrangement imbalance, course construction theory course, thus ignore the skills course, so that the students' professional skills can not get effective training and training. An excellent preschool teacher essential "weapon" is such as playing, singing, painting, dancing, and other artistic skills. These skills are not acquired overnight, but rather by "learning in class + practice after class" for a long time. It can be seen that the professional skills curriculum of art education is essential. On the one hand, it helps students to form the necessary artistic accomplishments on the basis of obtaining certain artistic skills and art knowledge; on the other hand, it helps students to carry out necessary and appropriate art education for children in the future career of preschool teachers. Therefore, it is essential to systematically plan the professional courses of preschool education, standardize the teaching of specific courses, and form the necessary standards of teaching and learning courses, such as the orientation, class hours, how to teach, and how to connect art courses with preschool music education and art education courses.

3.2. Cultivation and Improvement of Chinese and English Language Expression Ability of Undergraduate Students Majoring in Preschool Education

3-6 years old is the critical period for children's language development. As kindergarten teachers, we should take full use of this critical period to develop children's language ability. "You have to have a bucket of water to give the others a bowl of water." Therefore, the cultivation of teachers' own language ability is also very key. From the perspective of the future development of preschool education needs, for undergraduate level preschool education, professional students should stand in the perspective of national education development, not only to have good Chinese language skills, and need to have good English language expression ability, to quickly grasp the forefront of preschool education concepts and knowledge, better service the preschool education career in our country. Therefore, as the cultivation party of an undergraduate preschool education major, we should pay attention to the improvement of students' Chinese and English language expression ability in the process of talent training.

Preschool teachers should obtain the kindergarten teacher qualification certificate through examinations and other links before taking the job. One of the conditions for obtaining the teacher qualification certificate is that the Putonghua of teachers should reach the level of two B or above, which is also the requirement for preschool teachers' Chinese expression ability. Therefore, in the curriculum and practical activities, we should help students to harvest standard Mandarin and enhance their language expression ability. On the other hand, as the main force of the development of preschool education, college students at the undergraduate level should not only master Chinese, but also have good English expression skills. During the undergraduate period, we should take the pass rate of college English, cet-4 and CET-6 as the starting point, and match a series of English practice activities of "Foreign Language + Major", such as children's animation dubbing contest and Good Chinese story English speech contest, so that students can have goals and plans to study.

3.3. Build a Professional Training System for Practical Ability to Strengthen Students' Professional Identity

The construction of the professional practical ability training system needs to be jointly built by schools, kindergartens, and the society. In school, undergraduates should make full use of the experimental sites of pre-school education, such as Montessori simulation classrooms, nurseries, micro-classrooms, etc. The teacher guides the students to give full play to their subjective initiative and combine theoretical knowledge with practice. The school regularly holds a series of professional activities, such as simulated teaching competitions for kindergarten teachers, to prepare students for the future. The research shows that students' practical ability and creative ability can be exercised through playing teaching AIDS competition. Research shows that children's picture book creation and reading can help students improve their creative ability and expression ability.

On the other hand, we set up a platform of preschool education major practice base, and according to the characteristics of each grade, formulate a plan to visit in-depth kindergartens and other kindergarten institutions for learning-class practice-on-site teaching class practice. The first-year undergraduate preschool education major mainly enters the kindergarten for observation and study. Each observation and internship time is half a day to one day, 1-2 times per semester. Through this way of observation and learning approach, the profession of "preschool teacher", understand this profession and improve students' career cognition; students of the second grade undergraduate preschool education major enter the kindergarten as the main class teacher assistant and participate in the professional content of "preschool teacher". Each internship time is one week, once per semester. By serving as a preschool teacher's assistant, students' professional skills and preschool education students in kindergarten with the help of both teachers, each study time is 2-3

weeks, once per semester. Through short-term studies, standardize students' professional behaviors and enhance professional emotions; fourth-level preschool education students can practice in kindergarten under the guidance of teachers from both school and enterprise and independently carry out kindergarten education activities for 8-16 weeks, once per semester. Through the way of post practice, we temper the students' professional will to achieve the seamless integration with the society before graduation.

4. Conclusions

In a word, the establishment of the professional practical ability training system aims to improve and cultivate students' comprehensive ability, so that students can improve their professional cognition, professional emotions, professional behavior, and professional will while applying what they have learned. According to the investigation and research of many scholars, it can be seen that more a person understands a career and has more deep perception, his professional beliefs and professional ability and professional identity are stronger. However, each student is an independent individual, each period of professional thought dynamics will be different, so the school should also be regular for undergraduate preschool education, professional identity survey and feedback, and around the survey results and further analysis, the talent training scheme with the irregular adjustment optimization.

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