

Research on the Training Mode of Applied Talents under the Combination of Production and Teaching

—Taking the Specialty of Preschool Education as the Example

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Abstract—The combination of production and teaching is an important way in realizing college education transformation. This paper, mainly aiming at those problems existing in the combination, put forward relevant methods to accelerating the training of innovative talents, which include strengthening the construction of related majors, realizing the mutual connection between these majors and local industries related to preschool education, arranging practice-oriented teaching course system, and establishing the practical platform for education featuring the combination of production and teaching as well as collaborative cultivation.

Keywords—the combination of production and teaching; applied talents; training mode; preschool education

I. INTRODUCTION

Social industrial structure is experiencing constant change along with the development and progress of our society. And all our domestic colleges have become the main places to train applied talents needed by our society. However, the training of applied talents cannot be achieved without enterprise practice. In preschool education, the teaching method of combining production and teaching is applied to promoting the innovation of education system and strengthening the construction of college fundamental education ability.

II. MEANING OF RESEARCHING THE COMBINATION OF PRODUCTION AND TEACHING IN PRESCHOOL EDUCATION

The combination of production and teaching, a new practical teaching mode, makes it possible for students to master basic professional knowledge in the practice and greatly improve their professional practical skills. Under such teaching mode, professional talents can adapt to kindergarten teaching and have solid foundation for future career development and growth. By means of the combination of production and teaching, colleges can cooperate with local kindergartens, which can help combine their advantages, realize the resource sharing, and improve the effectiveness and practice of college teaching. College vocational education is different from ordinary basic education. The former attaches more importance to training students' practical skills and working abilities, and lots of enterprise resources should be mobilized in practical teaching. Students majoring in preschool education can closely contact and teach children under the guidance of tutors so that they can finish the

awareness with children, strengthen what they have learned, and improve their teaching skills. Students have the opportunity to apply the knowledge to various working tasks, and they can gain more new knowledge in the practice, which is of great significance to their abilities[1].

III. FUNCTION OF COMBINING PRODUCTION AND TEACHING IN PRESCHOOL EDUCATION

A. Promote students' vocational abilities

The teaching mode of combining production and teaching can acquire excellent teaching result. It is helpful for students to correctly and rationally recognize the preschool education and the importance of professional morality and requirements. In addition, they can have more scientific awareness with the major. Practice can help them master basic regulations and procedures of working in kindergartens, and enhance their professional skills, career outlook and responsibility.

B. Foster the construction of college preschool education

The combination of production and teaching is good for constructing preschool education in colleges. In the practical teaching, related suggestions and advice from kindergartens can be widely adopted to make corresponding reform and adjustment. Also, colleges are supposed to consider the talent demands of the kindergarten, formulate related talent training strategies with kindergartens, which can make college course setting more rational, complete and characterized, and realize the perfect cohesion between college course for preschool education and practical teaching in kindergartens[2].

C. Enhance the construction and perfection of the teaching team

This teaching mode can not only exert positive effects on students majoring in preschool education, but also constructing and perfecting the teaching team. At the same time of guiding students to practice, teachers can also enrich their own professional teaching theories, and enhance their professional teaching skills and abilities. Meanwhile, colleges can employ professional teachers from different kindergartens or early education institutions to form a teaching team with high management level, which is essential to training high-quality students of preschool education.

D. Strengthen the construction of college practical teaching base

Besides strengthening the construction of colleges, this teaching mode promotes colleges to explore the common construction of practical base inside and outside the campus with kindergartens. They jointly invest and share the base so that the requirement of colleges to train applied talents can be satisfied, and students' practical skills can be guaranteed to get effective improvement.[6]

IV. CURRENT SITUATION OF APPLIED TALENT TRAINING MODE FOR PRESCHOOL EDUCATION UNDER THE COMBINATION OF PRODUCTION AND TEACHING

A. Teaching course

The structure of teaching course means various courses and their proportion. However, the distribution ratio between theoretical courses and practical courses in most colleges is irrational. Regarding the preschool education, the former is far higher than the latter, which is harmful for developing and training students' vocational abilities. The regulation of theoretical course is based on teaching requirements, students' development rules, and their learning abilities. Theoretical teaching pays more attention on the logic and completeness of knowledge, which is helpful for students to construct related knowledge system. But too much emphasis on theoretical teaching will have negative effects on students' abilities to adapt to society and improve practical teaching skills.

B. Teaching reform

In terms of training professional talents for preschool education, colleges have gradually realized and deepened the combination of student training and kindergarten teaching. With the teaching reform directed by cooperation, they have truly achieved the effective integration of school majors and industrial demand, teaching content and professional morality, teaching process and production process, and initially established practical education system under the mode of combining production and teaching. Most colleges have achieved "double-class model" in arranging professional course, which refers to the theoretical learning in colleges and practical learning in kindergartens. Professional teaching and practical learning have manifested the new objective of new curriculum teaching reform.

V. PROBLEMS EXISTING IN THE APPLIED TALENT TRAINING MODE FOR PRESCHOOL EDUCATION UNDER THE COMBINATION OF PRODUCTION AND TEACHING

A. Lack of orientation in applied colleges

For a long time, our domestic higher education has been roughly divided into three levels, including theoretical research colleges represented by "985" and "211"(China's famous universities), local colleges and vocational colleges with the representative of higher vocational colleges. Applied talent training is always the focus of vocational colleges, which attaches more importance to social demands with talents and reform with teaching methods and talent training

modes. So most graduates can have their own professional skill. However, research-oriented colleges have some monopoly with excellent talents and some high-end industries. On the basis, most colleges pursue further development, which has affected its transformation and teaching mode of combining production and teaching. In addition, after investing lots of development capital, these colleges have more comprehensive test with teachers and course setting. Such lack of orientation has exerted enormous effects and limits on implementing the new teaching mode and training applied talents with high quality[3].

B. Imperfect talent training system of combining production and teaching

Due to the ambiguity of orientation and shortage of teaching ability, the implementation of new teaching mode in most local colleges is merely on the surface, which means that enterprises accept students to practice but without construction of related system, and they fail to establish long-term cooperation with kindergartens or enterprises. In addition, they are unable to design the teaching mode and establish relevant system. Specifically, colleges fail to regulate talent training schemes, and they have rather little cooperation with related enterprises. So they cannot provide talents who can meet the requirements of regional economic development and related working posts. Regarding teaching course, it is common to copy former teaching modes in research-oriented colleges, which is not suitable to their own reality. Besides, practical teaching is just related to some social practice or course design. So these graduates lack practical skills and professional abilities, and they will find that what they have learned cannot be applied to practice. Such talents are totally different from those needed by social development and enterprises.

C. Low participation of enterprises under the combination of production and teaching

For preschool education, those enterprises that can participate in the college teaching are mostly kindergartens and related preschool education institutions. However, under most circumstances, colleges are more passive than enterprises due to various reasons like unequal interest. Most enterprises or kindergartens will consider their own development demands and positively establish the teaching mode with some research-oriented colleges. While most colleges face small and medium enterprises, they pay more attention to practical economic profits, so they have rather low willingness and motivation to cooperate with colleges. When establishing the relationship with colleges, enterprises should take various interns' problems into consideration, such as the safety and labor argument. For most enterprises and companies, they are more likely to recruit skillful staff rather than the new through the combination of production and teaching.

VI. INNOVATION METHODS TO TRAINING APPLIED TALENTS FOR PRESCHOOL EDUCATION UNDER THE COMBINATION OF PRODUCTION AND TEACHING

A. Clarify the orientation of colleges

First of all, colleges should clarify their orientation, transform teaching concepts, and focus on constructing applied universities. In addition, they should establish correct education concepts, not only adapting to the international development of higher institutions but meeting the current popularized education and practical talent demand in our society. In the process of training practical talents, colleges should insist on the combination of production and teaching to make it fully manifested in college reform. Besides, they should clarify the reform direction and school orientation; improve teaching quality by means of combining production and teaching, and train high-quality talents for preschool education.

B. Improve the mechanism of combining production and teaching as well as related teaching system

At the same time of constructing teaching system combining production and teaching, colleges should take the real condition into their consideration, employ related experts and excellent teachers in related teaching field, regulate corresponding teaching mode through discussion and communication, and supervise and monitor the whole construction and practice so as to ensure the improvement and implementation of combining production and teaching[5].

C. Improve related system of combining production and teaching

Colleges should deepen internal management system. Through reforming the preschool education and breaking through key tasks, they can regulate and improve corresponding system featuring combining production and teaching, school and enterprise, and establish relevant practical teaching management, student safety management as well as personnel system to provide guarantee about complete rules for their cooperation.

D. Expand the cooperation scale and form connection link of production and teaching

Currently, there has been a cooperative teaching trend between preschool education and kindergarten teaching. The

crucial innovative point in this reform is that colleges can select those kindergartens which can better satisfy their teaching reality, establish long-term relationship, and form new model of combining product and teaching. Colleges can create new preschool education brand and regard these kindergartens as fix practical field. It can establish a good platform for students' practice, truly realize the combination of production and teaching, and open new model for preschool education reform.

VII. CONCLUSION

In conclusion, the combination of production and teaching is of great significance to current vocational education in training applied talents. As an important way to achieve college education transformation, it is also the necessary requirement for satisfying talent demands of economic and social development. Therefore, colleges should enhance the practical teaching quality to promote better development of preschool vocational education.

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