

Research on Preschool Education Practice Based on Integration of Production and Teaching and Research*

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Abstract—Preschool education is a comprehensive major that emphasizes both theories and practice. This paper proposes the measures to construct a preschool education practice system based on the integration of production, teaching and research by investigating the current practice situation of the colleges which have already set up the preschool education major. The measures are as follows: combine professional characteristics; Properly position practice; Do not simply copy and imitate; Build a comprehensive, multi-channel, and three-dimensional practice mode; Deeply cooperate with the practice bases; Make the main body of practice diversified; Create a virtuous circle system for the subjects; Make the practice process dynamic and the evaluation system process-oriented.

Keywords—integration of production and teaching and research; preschool education practice

I. INTRODUCTION

Due to the state's emphasis on and support for preschool education, colleges and universities have successively set up the preschool education major. The quality of trained preschool education personnel mainly depends on the curriculum setting and talent training mode of the preschool education major. Practice is an important part influencing the quality of preschool education professionals. It is necessary and important to analyze the practice status of the preschool education major and construct a preschool education practice system based on the integration of production, teaching and research.

II. CURRENT STATUS OF PRACTICE ACTIVITIES IN THE PRESCHOOL EDUCATION MAJOR

A. Improper Positioning of Practice Status, Coexistence of Too High and Too Low Status

Preschool education is booming. The state has promulgated a series of policies and regulations to promote the development of preschool education. In 2010, the state issued the "Several Opinions of the State Council on Current Development of Preschool Education", and in 2015 the state issued the "Notice on Printing and Distributing the 'Measures for the Administration of Funds for Preschool Education Development Supported by Central Finance'". The importance

attached to preschool education by provinces, cities and universities has increased significantly. Some good old universities have many years of experience in running schools. They often emphasize the value of preschool education theories too much, pay too much attention to the theories, and theoretical courses take up a large number of class hours in their talent training programs. And there are some colleges and universities which have newly set up the preschool education major and some private colleges and universities. They are not bound by existing experience, and are eager to take a share in the battle to snatch students among many colleges and universities that have the preschool education major, and they want to seize a place for themselves, so these schools dare to make breakthroughs. Due to the lack of rich experience in running schools and the lack of good faculties, these colleges and universities will not pay too much attention to the theoretical courses, but will pay more attention to employment issues, cater to market demands, and cultivate interdisciplinary preschool education professionals with applied technologies. At present, the market demand for preschool education professionals is enormous, and graduates who are able to go to work at once after graduation and can adapt to the work quickly are particularly in need. For colleges and universities that have the market-oriented talent training programs, in order to cultivate graduates who are in urgent need of the market, they will inevitably pay more attention to the practical abilities and various skills that the employers value. The existence of such two types of schools has led to the current improper positioning of the practice status in the preschool education major, and there is the coexistence of high practice status and low practice status.

B. The Mode of Practice Is Single, and the Practice Is Mostly Carried out in the Form of Probation and Internship

Through interviews and surveys of some colleges and universities, it is found that the so-called practice of the preschool education major in most colleges and universities is to organize and arrange students to go to kindergartens, early childhood education institutions and other preschool education institutions for probation or internships. The development of practical activities in various universities has the following performances: First, there are great differences in the number and quality of practice bases of the preschool education major of different universities. Some colleges and universities have a

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small number of preschool education students, but they have many practice bases. The bases are basically and only used for professional probation and internships. Colleges and universities have not spent much time and energy in managing the practice bases. They only regularly carry out probation or internships at the bases, and the practice becomes a mere formality. In some colleges and universities, due to the increasing of enrollment in recent years, the number of preschool education students is large, but there are only a handful of practice bases, which cannot meet the practice needs of students in this major. Every time there should be probation or internships, these schools can only select part of the students to participate in the probation or internships in a symbolic manner. Many students in these schools have never participated in off-campus practice activities during their school days. Second, there are also great differences in the duration of probation or internships of different colleges and universities. The duration of the probation varies from half a day to one week; the duration of the internships varies from 2 weeks to half a year. Third, the frequency of probation or internships in different universities also differs a lot. Some colleges and universities arrange one time of probation in a week in different school years, and the duration is half a day; some colleges and universities arrange the probation once a semester; some colleges and universities only arrange one time of probation during the students' school days. Some colleges and universities arrange one time of professional internship for students during their school days, and the duration is one month; some colleges and universities arrange two times of professional internships for students when they are sophomores and juniors, each for a period of 2 weeks; some colleges arrange junior or senior students to carry out internships in determined posts for a period of six months, which is similar to the pre-employment probationary period; some colleges and universities use the holidays to organize students to conduct internships each semester, the duration is usually a month.

C. People Have Been Focusing on a Single Subject in Practice, Focusing Only on the Development of Students

When conducting practical activities, colleges and universities are often concerned about the single practice subject. They only care about the impact of practice on student development. They will consider whether the practical activities can promote the effective improvement of students' professional skills, but never or rarely consider the impact of practical activities on teachers and the practice bases. If schools want to carry out practical activities smoothly and achieve remarkable results, it is obviously not enough to focus only on the practical subject of students. The college teachers and staff of practice bases all have an important impact on practical activities. If we don't pay attention to the various subjects in practice, and if we don't find ways to promote the development and growth of all practical subjects through various approaches, the practical activities are difficult to achieve the most ideal results. College teachers have long been engaged in professional teaching in colleges and universities, and they are far away from the first line of preschool education. It is difficult for them to understand the most realistic and practical phenomena and problems in the first line of preschool education. They will have a bias towards theories in their

teaching content. If theories are out of line with the practice, and the two cannot be organically unified, the guiding role of theories in practice will not be fully played. Students will not be able to apply the theories and then will not pay attention to theories. Teachers in the practice bases have long been engaged in front-line teaching and lack understanding of cutting-edge theories and development trends in the field of preschool education. Their practice is limited to the front line, their concepts cannot be updated in time, and their visions cannot be broadened, probably making the front-line staff tired of daily repetitive work and generate burnout. If these subjects are not paid attention to, and the subjects themselves cannot be promoted and improved, how can the good development of students be promoted and achieved?

D. Emphasizing the Results of Practice and Ignoring the Practice Process

After the completion of the practical activities, colleges and universities will often make summaries of and hold commendations for the practice activities, and report or publicize the practical effects, but often ignore the practice process, and often do not care about the psychological process and changes such as experience, perception and so on of the practice subjects (students, teachers, practice base personnel) in the process of practice. For students, participating in practice activities is very different from studying at school. Accepting the difference between the two requires an adaptation process for students. During the internship, students will see, hear, encounter, and think of many things, which may have a great impact on students' thoughts and behaviors. They will also have a lot of questions and puzzles. Especially when the theory they have learned is different from the actual situation, they will be confused, overwhelmed, and at a loss. In this condition, students will need help from college teachers or practice base teachers, advice and interpretations provided at key moments will have a major impact on students' educational philosophy and educational behavior. Ignoring the practice process and only paying attention to the results of practice will inevitably affect the practical effect, and will make the schools miss many educational opportunities.

III. BUILDING THE PRESCHOOL EDUCATION PRACTICE SYSTEM BASED ON THE INTEGRATION OF PRODUCTION, TEACHING AND RESEARCH

A. Combining Professional Characteristics, Properly Positioning Practice Status, and Not Simply Copying or Imitating Other Systems

The preschool education majors in different colleges and universities have their own merits, and the talent training objectives of different schools have their own characteristics. So the positioning of practice status in different schools also differs. Therefore, if colleges and universities want to construct their own practical systems of preschool education majors, firstly, they should condense the characteristics of their own preschool education majors. On the basis of condensing distinctive features, schools should then clarify the status of practice in the preschool education major, so that the practice and the characteristics of the school's major can complement each other. The professional characteristics of different universities are different. So do not simply copy the practice

systems of other schools. For research-oriented and theoretical colleges, the construction of the practical system is more about the verification and application of the theories, and is to guide and promote the practice; for the inter-disciplinary and application-oriented universities, the construction of the practice system is to make students master and practise the teaching skills in the field of preschool education. With different professional characteristics and different talent training objectives, the schools' construction of the practical systems will also be different.

B. Building a Comprehensive, Multi-channel, Three-dimensional Practice Model and Conducting Deep Cooperation with the Practice Bases

After clarifying the status of practice, on the basis of integrating production, teaching and research, conduct deep cooperation with the practice bases, and implement the comprehensive, multi-channel, three-dimensional practice mode. The relationship between the universities and the practice bases is not simply the trading relationship of cultivating students and receiving graduates. It is the relationship of closely cooperating with each other and obtaining mutual achievements. First, the in-depth cooperation between universities and practice bases can achieve frequent interaction and in-depth communication between university teachers and practice bases. The theoretical concepts of college teachers and the actual operation situations of practice bases frequently collide with each other, and the sparks generated from the collisions will ignite the classes of preschool education majors, and will also spur the practice bases to pursue high quality educational effects. The interaction between the universities and the practice bases will make the talent cultivation of colleges and universities and the demand orientation of the market organically combine with each other and influence each other. The gap between the talent cultivation of colleges and universities and the urgent talent needs of the market will become smaller and smaller. Second, the practice bases can cooperate with the universities according to their own needs and cultures, and they will no longer passively wait for the talents cultivated by the universities, but actively participate in the pre-employment training of the students, affecting the formulation of the talent training programs of the universities, and actively cultivating outstanding talents from the aspects of talent training process and objectives. This can be realized through the schools' setting up order classes, or through the practice bases' selecting outstanding talents in advance in the process of talent cultivation of colleges and universities, and then the practice bases can participate in the subsequent talent cultivation process in various forms. Third, the cooperation between universities and practice bases should not be limited to the probation and internships. We can make the cooperation become dynamic and normalized, and combine practice and curriculum teaching. For specific content or at special time, if the practice is demanded in teaching or the practice base has some activities, various forms of cooperation can be carried out.

C. Diversifying the Practice Subjects and Creating a Benign Subject Circulation System

In the construction of the practical system based on the integration of production, teaching and research, people are the core factor. Therefore, we must pay attention to the practice subjects in the practice process, and change the practice subject from the original uniqueness to the current diversification, the students in the preschool education major, the college teachers, and the staff of the practice bases should all become the subjects of practice. The relationship between the subjects of practice should be mediated, the subjects can interact with each other, and influence and promote the development of each other, and a benign subject circulation system should be created. For example, in the practice system based on the integration of production, teaching and research, the "double tutor system" is promoted to cultivate the practical application ability of preschool education students. The so-called "double tutor system" refers to the simultaneous selection of teachers with correct political ideas and strong working abilities by both colleges and practice bases. The colleges cooperate with the practice bases to establish the two-to-one guidance model, and the selected teachers conduct targeted training for students in occupational theories, and career orientation consciousness and professional practice abilities. In this way, the student has a professional teacher as his/her tutor in the school. The college tutor is responsible for students' study of basic knowledge and theories of professional courses and students' mastery of vocational skills during their school days. In addition, there is also an experienced front-line staff at the practice base as a student's another tutor. The practice base tutor is responsible for guiding students in practical skills and helping students master the job skills required for this position as soon as possible. The two tutors often communicate with each other, and the tutors and the student also interact frequently. The three subjects collaborate with and promote each other. College teachers and practice base staff often exchange ideas, so that theories and practice can be closely combined. In the interaction between the two institutions, some practical or theoretical teaching problems will be discovered and raised, so that the topics of projects in scientific research and teaching reform will be produced. In the process of doing the project, the university tutor, the practice base tutor and the student work together. Not only do the topics meet the needs of the market and have the value and significance for research, but also the students can be involved in the projects and their ability to conduct scientific research and solve problems can be improved. The research ability of the staff of the practice base will also be improved. This is the embodiment of the significance of diversifying practice subjects and creating the benign subject circulation system in the practice system based on the integration of production, teaching and research.

D. Making the Practice Process Dynamic and the Evaluation System Run Through the Process

The importance of practice is well known. The results of practice are important and the process of practice is more important. Ignoring the practice process and only paying attention to the results of practice can be probably regarded as attending to trifles to the neglect of essentials. Therefore, to

build a practical system based on the integration of production, teaching and research, we must not only pay attention to the practice results, but also pay attention to the practice process. Thus we must make the practice process dynamic. To ensure the dynamics of the practice process, it is necessary to make the practice evaluation system run through the whole process. Only after the evaluation system has been changed, the practice process guided by the evaluation system can be better transformed. In the process of practice, we must pay attention to the subjects of practice, pay attention to the benign interaction between the subjects of practice, implement the "double tutor system", and strengthen the interaction between the college tutor, the practice base tutor and the student and their guidance for students. We should ensure that in the practice process, students' various problems, questions, and thoughts can be promptly solved and explained. Through going to the practice base, participating in the practice process, and coming to the front line of practice, college tutors can not only improve themselves, but also collect practical cases from practice, update and supplement their classroom teaching content and scientific and teaching research, and give students timely guidance in the process of practice. In the practice evaluation system, the university tutors and the practice base tutors evaluate the students' practice synchronously and conduct dynamic evaluation from different angles and aspects. After the college teachers and students have finished the practice and returned to school, the teachers' professional curriculum teaching and students' learning focus may change accordingly. Students have had practical experience and will be more aware of the gap between their current professional level and the practical needs of the preschool education talents. Therefore, schools can also invite the practice base tutors to participate in the follow-up teaching process in the universities. There are practical base tutors and college tutors jointly supervising and evaluating the students, they can communicate with and offer feedback for each other, which can better ensure the effectiveness of practice, and improve the quality of personnel training in colleges and universities.

IV. CONCLUSION

This study first discusses the current situation of practice in the preschool education major, points out four problems in the practice of the preschool education major, and then proposes four measures to construct the preschool education practice system based on the integration of production, teaching and research. This research can promote the colleges that have set up the preschool education major to reflect on the problems existing in the preschool education practice, sum up their experience and lessons, and improve or construct a practical system suitable for the professional characteristics of the school.

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