

Preschool Teachers' Pre-post Training Based on *Guideline to the Learning and Development of Children Aged 3-6*

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Abstract

Since the promulgation of Guideline to the Learning and Development of Children Aged 3-6(The Guidelines), researchers and educators emphasize more on front line kindergarten education and pay more attention to pre-school teachers' in-service training. However, they do less research on pre-post training and construction of preschool education major in colleges and universities. In fact, The Guidelines makes explicit specifications and requirements of preschool teachers' pre-service training. It requires colleges and universities must pay attention to the correct guidance of students' views' on children, education and learning when they train future kindergarten teacher. It requires that researchers and educators must strengthen the study of theoretical knowledge in curriculum design, and on this basis, they must highlight students' ability to apply the theory into practice.

Key words: *Guideline to the Learning and Development of Children Aged 3-6*, preschool teachers, pre-service training.

Since the promulgation of *Guideline to the Learning and Development of Children Aged 3-6(The Guidelines)*, the early childhood education community of the country has set off a wave of learning *The Guidelines*, but focus on the training of in-service kindergarten teachers. From the research of application for setting up pre-school education major from 26 colleges and universities in 2013, it is found that most universities and training program does not reflect or respond to the this policy. ^[1]In other words, we have not seriously thought about the role of *The Guidelines* in the pre-service training of kindergarten teachers. In

fact, *The Guidelines* makes explicit specifications and requirements of preschool teachers' pre-service training and puts forward new requirements about the training target, specification, process and evaluation of preschool education personnel. Only by following the requirements of *The Guidelines* in the process of the pre-service training of kindergarten teachers, can we cultivate high-quality preschool-teachers and better implement *The Guidelines* in practice, which also provides a fundamental guarantee to enhance the quality of early childhood education.

1. To establish scientific “Three Views” is the basic premise of cultivating high-quality pre-school teachers

The Guidelines believes that every child is an integral person with development. Childhood life has a unique value for children. For children, education owns the characteristic of integrity, and we should pay attention to the combination of family and kindergarten education. The starting point and ultimate goal of preschool education is the achievement of children's comprehensive, coordinated and sustainable, and lifelong development. We should emphasize the training of children's learning quality, treat children as active learners, and respect individual differences and their unique learning styles and characteristics.^[2] The understanding of children, children's education and children's learning in *The Guidelines* reflects the advanced international concept of pre-school education and the future reform trend. To be specific, it means their views' on children, education and learning. Concept influences human behavior. Pre-school teachers' “Three View” directly affects their views on children, being the standpoint and principles of judgment in their daily education and an important factor influencing their behavior in education. So when we set the training program of pre-school education, we should combine training objectives with the spirit of *The Guidelines*, in order to cultivate qualified applied talents with correct views on children, scientific education and learning.

Colleges and universities are the main places for students of preschool education major to learn professional knowledge, cultivate the scientific views on children, education and learning. Professional learning time at colleges and universities is the most important period when they form “Three Views”. But research found that most colleges and universities' training objective does not obviously embody the cultivation of “Three Views”. The training objective of pre-school education's training program still puts forward to cultivating trained personnel with application skills, who are good at professional knowledge and skills, and can engage in the work of teaching, managing and researching in preschool education. The indeterminacy of preschool education major's training objective in colleges and universities will directly lead to the trained talents' disqualification. To achieve the educational goal, the cultivation of “Three Views” should be an important element in syllabus design. In that case, teachers will combine the characteristics of the course and “Three Views” in teaching practice during the process of teaching and we can cultivate scientific views on children, education and learning of pre-school teachers and become the best implementation of *The Guidelines*.

2. To reinforce theoretical knowledge learning is a necessary condition for the cultivation of high quality pre-school teachers

The Guidelines has comprehensively and systematically defined the reasonable expectation and goal of children aged 3-6 in study and development, and also provided the concrete methods and ways to realize these goals. Compared with *Teaching Guideline for Preschool Education (for Trial Implementation)*, *Guideline to the Learning and Development of Children Aged 3-6* is more operational and conducive to the use for kindergarten teachers. However, how can we implement *The Guidelines* correctly in practice? How can we implement *The Guidelines* without ossification? How can we treat various indicators in *The Guidelines*? All these require kindergarten teachers can understand the spirit of *The Guidelines* correctly, comprehend the value of core education in different fields, grasp the relationship and integration of different fields, understand the characteristics and performance of children's learning and the corresponding laws of education and observe and evaluate the children correctly. For example, teachers should observe children's daily learning and development status according to the requirement of *The Guidelines*, evaluate children's interests, hobbies, and learning characteristics correctly, understand the actual needs to better promote children's learning and development. But for many kindergarten teachers, they should understand the typical performance of specific key meaning of the objectives, develop a day observation program, use observation records properly, record the observation objectively, analyze and evaluate the record correctly. Teachers can't achieve these skills in short-term training. Instead, they should master professional competence before becoming kindergarten teachers. It means these should be the contents of pre-school teachers' pre-training.

Systematic theoretical knowledge accumulation is the basic condition to improve the quality of kindergarten teachers. Systematic acquisition of theoretical knowledge is the basic condition to improve the quality of kindergarten teachers, and the basic premise for students majoring in pre-school education to carry out educational practice after becoming kindergarten teachers. However, research on the curriculum setting of pre-school education major in colleges and universities found that most colleges and universities reduce theoretical class hours casually, over strengthen art skills, set up the professional courses freely, and ignore the professionalism and systematicness of pre-school education courses. This is against with the requirements of training the high quality kindergarten teachers with high theoretical attainments. So, first of all, colleges and universities must recognize early childhood education is a professional major, with its own professional knowledge requirements. The pre-service training must be professional. Only in this way can we cultivate preschool teachers with high professional quality. If we ignore this, it will be difficult to train kindergarten teachers that can fully meet the requirements of *the Guidelines*. The professional curriculum must maintain the professionalism and systematicness of pre-school education. As far as the theoretical knowledge is concerned, students must master the professional courses of the system, including the specialized courses such as education and psychology focusing on children's development, theoretical courses such as games, kindergarten activities design focusing on teaching methods, practical courses such as kindergarten environment creation and modern educational technology focusing on practice. In addition, colleges and universities should specially provide courses explaining national policies and curriculum standards such as *Teaching Guideline for Preschool Education (for Trial Implementation)*, *Guideline to the Learning and Development of Children Aged 3-6*, and *Professional Standards of Preschool Teachers*. These measures aim to make students familiar with the basic theory of preschool education, lay a solid foundation

of preschool education theory, correctly grasp the trend of the frontier development of preschool education, and finally become high-quality kindergarten teachers with solid foundation. Finally, pre-service of preschool teachers' education must pay attention to the cultivation of students' quality. The Guidelines requires preschool teachers' comprehensive qualities, which determines students of pre-school education not only to learn the professional knowledge, but also take into account the natural sciences, general knowledge such as literature, in order to enhance their adaptability, and promote their professional development in the future work.

3. To improve practical ability is the basic guarantee for training high quality kindergarten teachers

The Guidelines is divided into five areas, each with several sub-domains. *The Guidelines* first expounds the basic ways of kindergarten education, and puts forward some suggestions on the activities of parents and teachers to help them reach the standards of each age's requirement. *The Guidelines* has practical significance. It requires kindergarten teachers not only to understand the meaning of *The Guidelines*, but also to implement *The Guidelines* in teaching and daily life. However, related study found that kindergarten teachers' acceptance of *The Guidelines* is not very optimistic. The main cause of this phenomenon is the relative low professional quality of kindergarten teachers. Many teachers do not possess the ability to implement *The Guidelines* into practice in teaching.^[4] Many teachers understand the essence of *The Guidelines*, and also know that in the actual teaching they should follow the idea and requirements of *The Guidelines*. But they find it difficult to implement *The Guidelines* into practice.

Education theory is of great generality and universality. However, the object of educational practice is a person, a kind of existence and expression of human life, so they will inevitably try to get rid of some kind of universality. In the practice of Preschool Education, we found that children have great individual differences. The unsynchronization between theory and practice will lead to separation between the two to a large extent as well as disconnection between the learning theory and practice of students majoring in preschool education. To make pre-school education students practice educational theory to guide their teaching practice, it is necessary to increase the training of their practical ability. First of all, ensure the practice time. On the one hand, ensure adequate training in the practice of internship in the training program. According to *The Ministry of Education and Other Departments' Opinions on Further Strengthening the Work of Practice Education in College and Universities* in 2012, the proportion of professional practice of undergraduates majoring in Humanities and Social Sciences should not be less than 15% of the total credits (hours), and undergraduate students of normal education not less than one semester. According to the characteristics of pre-school education major the practice time can be longer.^[6] On the other hand, we must strengthen the practical segment in the teaching of professional courses. Every theory course should have corresponding practice segment. Some courses such as design activities and children's observation focusing on the practice should ensure practical time. Second, ensure the quality of practice. This means teachers should have a strong practical ability, the school has a good practice teaching base, and practical teaching should be arranged reasonably. These influencing factors are also important to improve the construction of pre-school education major in colleges and universities. Without strong practical ability, teachers can't guide students' practice well, so colleges and universities need to vigorously introduce or cultivate Double-quality teachers of pre-school education. The quality of practice teaching base is directly related to the quality of

students' practice. Colleges and university can take various forms such as “Ordering-form” talents cultivation, increase in special funds, and other ways to strengthen the cooperation with practice teaching base. It is better to set up affiliated kindergarten, in order to realize the combination of production, learning and research, which is irreplaceable to improve teachers' and students' practical ability.

In short, *The Guidelines* is not only the guiding document connected with teachers. In the course of setting up preschool education major, it is necessary to deeply understand and carry out *The Guidelines* in the process of cultivating the qualified kindergarten teachers. *The Guidelines* requires colleges and universities must pay attention to the correct guidance of views on children, education and learning. Under the premise of cultivating applied talents, learning theory of knowledge must be strengthen rather than weakened, and on this basis, cultivate students' ability to apply theory into practice.

Notes

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