



Research on the Development of Preschool Education in Sichuan Province Under the Three-Child Policy

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Abstract. From the comprehensive opening of the second-child policy to the opening of the three-child policy, preschool education in Sichuan Province has been continuously reformed, developed and improved. At present, Sichuan preschool education still has problems in the distribution of resources, teacher education quality, and teaching content. Under the guidance of the open the three-child policy, Sichuan preschool education should actively improve the management system, improve preschool teachers' skills, improve preschool teachers' treatment, and pay attention to the psychological health of preschool children, so that young parents are happy to give birth to children and preschool teachers are happy to teach.

Keywords: Three-child policy · Sichuan Province · Preschool education

1 Introduction

From the “comprehensive opening of the two-child policy” to the “opening of three-child policy”, every birth policy proposed is to improve China’s population structure and alleviate various problems caused by population aging. Under the implementation of the “full opening of the two-child policy” family planning policy, China’s population structure has been changed, which proves that the comprehensive opening of the two-child policy has a significant effect on relieving the aging of the population [1], but the birth rate in China has not reached expectations. The newborn population in 2020 is 12 million, a decrease of 18% compared with the newborn population of 14.65 million in 2019. With the continuous development of society, the quality of life of the people is getting higher and higher, the mortality rate is decreasing, and the life expectancy is increasing, which further promotes the aging process of China’s population. On May 31, 2021, relevant measures to deal with the aging of the population were decided, the family planning policy continued to be optimized, and the “opening of three-child policy” was

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implemented. At that time, the birth rate of newborns will be greatly improved compared with the present, and the continuous growth of newborns will also bring new impacts to preschool education in our country [2]. It is necessary to make perfect preparations to meet the impact of the rising birth rate on preschool education. Sichuan Province itself is a province with large population and education, and as the center of the southwest region, research on preschool education has always been in a state of enthusiasm.

2 An Analysis of the Current Situation of Preschool Education in Sichuan Province

2.1 Status Quo of Preschool Education Resources

Due to the special geographical location and the distribution of multi-ethnic gatherings, Sichuan Province is still facing uneven distribution of preschool education resources. For example, in areas such as Ganzi, Liangshan and Aba with remote geographical locations and limited regional economic development, there are imbalances on all issues, especially in pre-school education resources. Although the uneven distribution of educational resources has been alleviated in many places through online video teaching and other methods with the progress of poverty alleviation, the gap between urban and rural preschool education is still obvious [3]. After the opening of the three-child policy, the number of pre-school children has increased. Some places may usher in a baby boom while the number of pre-school children may increase sharply. Many backward areas may usher in a situation where one teacher has a big class, and the gap between urban and rural areas will become more and more obvious.

2.2 The Quality of Preschool Teachers

Most of the pre-school education teachers had high school or college education before, and they did not have more professional pre-job training and learning about pre-school education. It is difficult for them to use advanced educational methods to educate preschool children and guide them to grow up healthily, resulting in the weakness of preschool education teachers in China, which are major problems. With the continuous development of the economy, people are paying more and more attention to the education of preschool children. Kindergartens in many areas have begun to set new standards for preschool teachers, such as requiring a bachelor's degree, requiring professional counterparts, etc. However, in many townships, the quality of kindergarten teachers needs to be improved.

2.3 Quantitative Analysis of Preschool Education

According to the statistics of the Sichuan Provincial Statistical Yearbook, the number of preschool education institutions, preschool teachers, and students in Sichuan Province in the past ten years have shown a trend of rapid growth at first, and then a gradual trend of steady growth, as shown in Table 1.

It can be seen that there is still a shortage of pre-school education resources in the province, especially the number of preschool teachers. Many kindergartens have an

Table 1. Relevant data of preschool education in Sichuan Province in the past ten years

Year	Number of kindergartens	Number of preschool teachers	Number of students in kindergarten	Birth rate (%)
2010	9483	51909	1887545	8.9
2011	10162	57528	2110148	9.8
2012	10794	65403	2192890	9.9
2013	11759	77336	2314907	9.9
2014	12111	86414	2407717	10.2
2015	12365	96885	2481681	10.3
2016	12903	105592	2593131	10.5
2017	13243	117052	2625168	11.3
2018	13396	122972	2608595	11.1
2019	13568	128724	2644188	10.7

average of 2–3 teachers in each class and an average of about 30 students in a class, that is, each teacher needs Responsible for 10 students, which exceeds the number stipulated by the state [4]. At the same time, school-age children do not yet have the ability to serve themselves. Teachers need to devote more energy to classroom teaching and fun activities. However, in fact, the energy of each teacher is also limited. This factual gap will cause a certain amount of pressure on both teachers and students, and challenge the growth of teachers and children. With the growth of the population and the increase in the number of pre-school children, the supply of high-quality kindergartens is gradually in short supply [5].

2.4 Analysis of Teaching Content in Preschool Education

In recent years, in order to encourage and regulate the development of preschool education, the state has successively issued a series of relevant policies. Sichuan Province has followed the national pace and vigorously developed the education and care of children in preschool institutions, while continuously strengthening supervision. However, Chinese parents still have the stubborn idea of “hope children become successful”, and they are afraid that their children will fall behind others, resulting in the phenomenon of learning the content of textbooks in advance. For example, the knowledge of junior high school is learned in advance from the elementary school stage, and the knowledge of high school is learned in junior high school, and gradually moving forward, the kindergarten stage gradually becomes “primary school”. More preschool education and training institutions began to appear in waves, with the advertising slogan “Don’t let children lose at the starting line”, attracting parents to send preschool-age children and school-age children to preschool education and training institutions for advanced learning, hindering natural growth of preschool children. Under the joint supervision of relevant departments, the phenomenon of early learning has gradually eased in recent

years, and the education methods and content of kindergartens will also be reformed and optimized. However [6], there is still a long way to go to carry out reform and optimization. Many parents and teachers still have the educational concepts and teaching methods of the past. To thoroughly optimize and reform the traditional single educational model and educational concept, it is necessary to absorb more advanced ideas and knowledge [7], which also requires preschool teachers to change their self-awareness and focus on the care, psychological care and all-round development of preschool children.

3 Suggestions on the Development of Preschool Education in Sichuan Province

3.1 Strengthening the Skills of Preschool Teachers

Statistics show that the number of private kindergartens in Sichuan Province is far more than that of public kindergartens, and many areas have problems such as admission-oriented areas and “difficulty in entering kindergartens”. With the opening of the three-child policy, various regions will usher in a wave of births. The number of newborns will increase, the number of preschool-age children will also increase, and the number of kindergartens will continue to be in short supply. This is both an opportunity and a challenge for the development of preschool education in various regions. The main point is to standardize the operation of new kindergartens. At the same time, it must be combined with the development characteristics of the new era, absorb advanced preschool education concepts in China and foreign countries and regions [8], and promote the diversification, refinement and sustainability of preschool education methods.

Under the comprehensive opening of two-child policy, preschool education in Sichuan Province has developed rapidly. In 2021, the province will have achieved 85% of school-age children’s enrollment rate. At the same time, there are also new requirements for preschool teachers, such as prohibiting kindergartens from early primary schooling, and paying more attention to children’s care and interest cultivation. These new ideas and changes in the educational concepts of young parents have placed higher requirements on preschool teachers, that is, preschool teachers are children’s enlighteners and children’s guides, not traditional “teachers”. Under the three-child policy, the number of school-age preschool children will gradually increase, and the educational concepts of young parents are also constantly changing, which has higher requirements on the professional quality and personality quality of preschool teachers than before. Kindergartens, especially private kindergartens, if they want a steady stream of students, want the trust and trust of the society, and want to become a word-of-mouth school [9], they must strengthen the construction of the teacher teams in the kindergartens, and continuously improve the professional ability and comprehensive quality of preschool teachers.

3.2 Paying Attention to Children’s Psychological Development

China’s family planning policy is constantly being optimized. From the one-child policy to the two-child policy to the three-child policy, the psychological changes of children in different families have undergone different changes. When the opening of two-child

policy is fully implemented, the child in the family is no longer the only child of the parents, and with different influences such as the surrounding environment, inappropriate jokes from relatives and friends, etc., they will feel that their parents will favor their younger siblings, thus rejecting the arrival of new life. When the three-child policy is opened, the second child will have the same problem as the one-child, which is a challenge to children's psychological attention. Preschool educators should pay attention to the status of students, adjust their educational content and educational methods, and relieve and enlighten students; Parents should learn to "level a bowl of water", not be partial to any child, communicate with children in a guided way, communicate actively with teachers, cooperate with the school, and solve children's psychological problems in a timely manner, so as to create a good family environment for children, and promote the physical and mental health of preschool children.

3.3 Strengthening Preschool Safety Education

The safety of children is a topic of common concern in the society. How to protect the physical and mental safety of children is a problem that every parent, every teacher, every school, and even the entire society need to solve. Therefore, all preschool education institutions should continuously strengthen the safety and defense measures of schools. Preschool education institutions should pay attention to the management of security departments, strengthen supervision, and enhance the ability of security personnel to respond to emergencies; At the same time, preschool education institutions should organize the teaching of safety knowledge, and conduct fire drills and earthquake drills on time; Pre-school education teachers should deepen the safety knowledge of pre-school children in stages, such as taking knowledge quizzes, games, role-playing and other interesting activities to strengthen education in this area, and organizedly and purposefully improve pre-school children's safety awareness so that children can escape smoothly in the face of danger.

3.4 Increasing Investment in Preschool Education

After the full implementation of the opening of three-child policy, the number of preschool children of school age will also increase accordingly, and the investment in preschool education should also increase accordingly. At the same time, attention should be paid to the family economic burden of multiple children. At present, Sichuan Province has established a sound preschool education funding management system [10]. At the same time, it has continued to increase investment in preschool education, from the number and quality of kindergarten construction to the training of preschool teachers, including the establishment of economic subsidies for families with many children to ease the pressure on families with many children, and the constant improvement of the preschool education management and supervision system to promote the sustainable development of preschool education.

3.5 Improving the Treatment of Preschool Teachers

At present, the salary of preschool education teachers in China is generally low, resulting in strong personnel mobility and frequent job-hopping, especially in remote and backward areas, especially in Aba Prefecture and Liangshan Prefecture in Sichuan Province, which are relatively backward. Due to the relatively backward economic development, the flow of teachers due to treatment problems has had an adverse impact on the development of preschool education. To increase the number of pre-school teachers, there is a must to first improve the treatment of preschool teachers, attract more pre-school teachers to work in the school, shorten the significant urban-rural gap, and at the same time stimulate the enthusiasm of the old preschool teachers in the school and exert their subjective initiative [11]. At present, Sichuan Province has established a relatively complete subsidy system for teachers, such as subsidy for teachers in extremely poor areas, subsidy for teaching age, and subsidy for teachers in private schools. When the kindergartens are improving themselves, in addition to providing professional and literacy training for the teachers who are already in the school, they should also improve the treatment of pre-school teachers, focusing on teachers, giving subsidies, etc., to attract fresh blood to the kindergartens. At the same time, it is necessary to properly establish the threshold for teachers to enter the kindergartens, continuously improve the quality of the kindergartens, and enrich the teachers in the kindergartens.

3.6 Improving the Quality of Preschool Teachers

With the continuous development of the times, the national quality has generally improved, and the requirements for teachers in preschool education have also increased. In addition to professional training for teachers in school, there are also new requirements for preschool teachers who are about to enter the society. Firstly, it is to carry out systematic preschool education related training, as well as solid professional knowledge. Secondly, the preschool education normal students in school must establish correct values, continuously improve their future professional quality, and strengthen their professional beliefs. At the same time, colleges and universities should also do a good job of ideological work for preschool education normal students, create a professional atmosphere for them, reasonably plan the study courses of pre-school education normal students, so that students can truly master the theoretical knowledge related to preschool education, while the schools should also set up different practical activities, to link theory with practice to avoid “talking on paper”.

4 Conclusion

The development of preschool education has always been a major issue of social concern. Combined with the three-child policy, the development of preschool education in Sichuan lies in the optimization, construction and improvement of resources. With the progress of the times, the idea of whether young parents have children and the idea of educating people in pre-school education will inevitably collide. The spark aroused by this collision is the driving force that promotes the continuous growth of pre-school education. Starting from increasing funding for preschool education, promoting preschool

teachers' educational skills, improving preschool educators' treatment, and paying attention to preschool children's mental health and safety, people will make every effort to promote the overall development of preschool education in Sichuan.

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