



# Practical Teaching Model as a Tool for Skills Development of Preschool Teachers in China: A Case Study of H University

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**Abstract.** Practical teaching has been regarded as important content in the teaching of modern colleges and universities. Practical teaching helps students fully transform the theoretical knowledge they learn in class into professional skills. This paper studies the influence of practical teaching on the vocational skills of preschool teachers in the future to help students get better practical results. The study found that cognitive and management assurance significantly impact practical teaching, promoting the transformation of vocational skills. Colleges and universities should guarantee the time for practical teaching, make close contact with the practice teaching base, and strengthen the development of teachers to improve the quality of practical teaching in universities.

**Keywords:** Practical teaching · Preschool education · Skills development · China

## 1 Introduction

### 1.1 Background

The practical teaching of preschool education in colleges and universities is based on the training goal of preschool education in colleges and universities. Therefore, the practical teaching of preschool education in colleges and universities is mainly divided into two categories: one is practical teaching within the curriculum, such as teaching practice, and classroom observation, which generally relies on theoretical teaching and is a necessary supplement to theoretical teaching; The second is stage practice teaching, such as professional skills training, probation, practice, which is the independent practice part (Gao, 1982).

Through professional practice teaching, students can combine theoretical knowledge with complex educational practice, solve practical problems creatively in real educational situations, and effectively improve students' comprehensive educational ability (Fan, 2016).

Students' cognition, management, and guarantee will impact practical teaching in the practical teaching process. The specific tasks and process of practical teaching also

affect the transformation of students' professional skills. This study's research questions are: (1) How does cognitive and managerial assurance affect practical teaching? (2) How does the practical teaching process affect the transformation of students' professional skills?

Practical teaching is an effective way to consolidate theoretical knowledge and deepen theoretical understanding. It is an essential link in cultivating high-quality engineering and technical personnel with innovative consciousness and an essential platform for integrating theory with practice, cultivating students to master scientific methods and improve their practical ability.

The practical teaching activity is also a cognitive activity from another aspect, and its implementation and development have distinct characteristics and complexity (Zexiang & Haiyan, 2007). Nevertheless, practical teaching is one of the most effective ways for preschool education students to understand the nature and content of preschool teachers' work.

## 1.2 Objective of the Research

Based on theoretical teaching, the importance of practical teaching should be emphasized. Practical teaching is a way to reform and strengthen the skills of graduates. Many objectives need to be studied on whether practical teaching affects preschool education.

- (a) To study how cognitive impacts the practical teaching of preschool education.
- (b) To study how management assurance impacts the practical teaching of preschool education.
- (c) To study how practical teaching as the mediating factor impacts the transformation of vocational skills of the students at H university.

## 2 Literature Review

### 2.1 The Concept of the Study

#### 2.1.1 Education

Education in a narrow sense refers to specially organized school education; broadly, it refers to social practice activities that affect people's physical and mental development. The Latin word "educere" originates from the Western word "education", which means "to lead out" (Bandura, 2001).

In accordance with laws, regulations, and industry norms, and according to school conditions and professional titles, educators educate and cultivate the mental development of the educated in a purposeful, planned, and organized manner and teach them with existing experience and knowledge to explain various phenomena, problems or behaviors in order to improve practical ability, it is relatively mature or rational thinking of people to recognize and treat things. In it, people slowly touch a thing from the senses to a state of cognitive understanding and form relatively perfect or rational self-conscious thinking. However, people have self-conscious thinking and sensory dimension (Dewey, 1916).

### 2.1.2 Preschool Education

Preschool education is a very comprehensive subject. Preschool education is divided into broad and narrow senses. In a broad sense, preschool education refers to the Care and Education of children from birth to 6 years old. In a narrow sense, preschool education refers to the Care and Education of children aged 3 to 6. Preschool education is one of the professions with the highest employment rate and is almost in short supply. Many kindergartens need to place “orders” in advance. Because society does not lack preschool teachers, but with high culture and high quality, such teachers must possess a particular artistic practice ability, extensive cultural literacy, the wisdom of discerning things and people, and a keen scientific research awareness and sound scientific research ability. Early childhood is a crucial period for the formation of character and personality development, so preschool education plays a vital role in the growth of young children (Zufu, 1991).

### 2.1.3 Kindergarten

Kindergartens are preschool educational institutions focusing on childcare and Education, usually accepting children from three to six years old. Kindergarten can relieve the constraints of time, space, and environment that families face when cultivating children so that children can develop healthily in body and intelligence. Kindergarten education is the preparatory Education for children and the foundation of the entire education system. It consists of introductory education courses and various activities.

### 2.1.4 Vocational Skills

Vocational skills refer to the complex operating systems formed through practice or practice using professional knowledge or experience in professional activities. The primary stage of forming vocational skills is gradually forming an operating system or a behavioral mode by practicing in a certain way or imitating behaviors under the regulation of professional knowledge and experience. Through repeated practice and repeated practice, when the operation behavior is perfect and highly automated, it becomes a vocational skill, which is an advanced stage of vocational skill development (Wenbo, 2001).

## 2.2 The Theories Underpinning the Study

### 2.2.1 Social Cognitive Theory

Social cognitive theory is the educational theory of American psychologist Albert Bandura at the end of the 1970s. It developed rapidly in the 1990s. The traditional behaviorism personality theory, which added cognitive components, formed its social cognitive theory. This theory focuses on several concepts such as demonstration, observation and learning, individual symbolic representation ability, individual autonomy, and self-reflection ability and launches a detailed and even groundbreaking discussion of social epistemology. These concepts emphasize the plasticity and diversity of people and positively impact learning theory, personality theory, psychotherapy, and Education. It can

be said that social epistemology is a comprehensive psychological theory to discuss various problems in human society from a higher perspective.

A variety of goals and motivations influence social cognition. Some studies related to motivation tendency show that in forming impressions on others, due to the effects of motivation, goals, and other factors, our social cognition, to a certain extent, is not carried out according to such an information processing process. Due to the differences in context, personality, culture, and other aspects, People may be influenced by these irrational factors to make irregular perceptions and judgments.

### 2.2.2 Social Practice Theory

Practice is the product of the dialectical relationship between structure and action. Practice is not objectively determined or a product of free will. Bourdieu's theory of practice aims to overcome the opposition between subjectivism and objectivism. Objectivism uses a method of social physics to view society as an objective structure that can be grasped from the outside. Subjectivism perceives the social world regarding individual decisions, perceptions, and actions. In order to transcend this opposition, Bourdieu proposed the methodology of relation and the social practice theory with field, habits, and capital as the main content (Sanders & McCutcheon, 1986).

### 2.2.3 Marxist View of Practice

Practical activities aim to transform the objective world, and the subject and object interact through a particular intermediary. The relationship between the subject and the object is fundamentally the relationship between knowledge and practice. The practical viewpoint is Marxist epistemology's primary and fundamental viewpoint (Shirong & Chengtao, 2018).

### 2.2.4 Marxist View of Practice

Fitts and Posner proposed a three-stage theory of the transformation of declarative knowledge into procedural knowledge (Sadideen, 2012): design and implement the way or method, connect the two through training, and finally achieve skills automation. Knowledge can be transferred from one person to another or acquired through observation and study. Skills, however, refer to applying knowledge to specific situations. Skills are developed through practice, through a combination of sensory input and output (Sadideen, 2012).

China's education industry has paid more and more attention to practical teaching in recent years. The viewpoint of integrating practice and Education has been widely used in Education. Many of them have already had significant application results. In preschool education, the integration of practice and Education is crucial.

## 3 Research Design

### 3.1 Scope of Research

The scope of the study is limited to 130 students majoring in preschool education at H University in Qingdao, China, who will be contacted using their university WeChat

group and teachers. This recruitment period will last for a maximum of 3 months and end when 130 students have been recruited. Each student in the research will be asked to complete a short questionnaire to evaluate factors in practical teaching.

This research adopts a quantitative approach. A questionnaire and interviews were used in the research. The questionnaire tool is a self-compiled questionnaire that aims to understand the evaluation of preschool education undergraduates on the practicality of practical teaching, satisfaction evaluation, rationality evaluation of time and content arrangement, and skills development evaluation.

### 3.2 Population and Sample

In this study, the main research population consists of undergraduate students at H University. 186 graduates majoring in preschool education at H University were chosen for this research.

Class	Number
2021 Class 1	67
2021 Class 2	63
2021 Class 3	56
Total	186

Simple random sampling was used in the research. The method of choosing cluster sampling in random sampling was chosen. First, the population is divided into groups. Each group is a sampling unit, several groups are randomly selected from it, and all units in the selected sample group must be investigated.

The reason for choosing this sampling method is that there are three groups of subjects in this study, class 1, class 2, and class 3. Random sampling gives each individual in the three groups an equal chance of being selected. There were 67 students in class 1, 62 in class 2, and 56 in class 3. 70% of students in each class were randomly selected. Forty-seven students were chosen from class 1, 44 students were chosen from class 2, and 39 students were chosen from class 3. A total of 130 students were chosen to take the questionnaire. Simple random sampling's considerable probability makes the sample maintain the same structure as the population. So it can reduce random errors to the greatest possible extent.

Data Collection, The questionnaire was edited through the network software WJX and then forwarded to the graduates of preschool education through the class teacher for collection. There were 67 students in class 1, 62 in class 2, and 56 in class 3. 70% of students in each class were randomly selected. Forty-seven students were chosen from class 1, 44 students were chosen from class 2, and 39 students were chosen from class 3. A total of 130 questionnaires were sent to collect data. One hundred twenty-seven were effectively received, with a recovery rate of 97.69%.

The researcher imported the data into SPSS25 software after data collection. Descriptive and variance analyses were used on the data to test the research hypotheses.

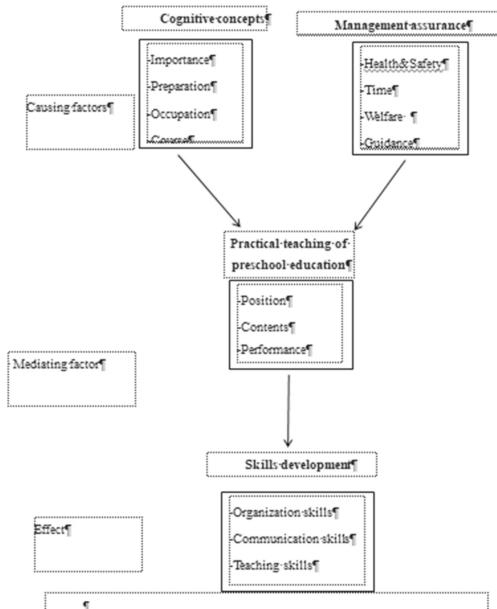
The Research Instruments, SPSS25 statistical software was used for statistics and analysis of the questionnaire results. SPSS25 statistical software is a commonly used

statistical analysis software with data management, statistical analysis, chart analysis, output management, and other functions. Thus, it can be applied well to various fields of economics, mathematics, statistics, logistics management, biology, and psychology.

The Questionnaires Design, According to the four dimensions of concept cognition, practical teaching, management assurance, and skill development questionnaire was designed by compiled for preschool education primary students at H university. The questionnaire contains various questions related to students' practical teaching, such as time arrangement, salary, course satisfaction, understanding of the position, and the content of the internship.

The Reliability and Validity Analysis of the Questionnaires, The Cronbach's Alpha value of the questionnaire is 0.913, which is considered reliable. Therefore, the data is stable and can be used for research.

### 3.3 Conceptual Framework



### 3.4 The Research Hypotheses

- Cognitive concept positively affects the practical teaching of preschool education students.
- Management assurance positively affects the practical teaching of preschool students at H university.
- There is a significant relationship between practical teaching and the transformation of students' vocational skills at H university.

### 3.5 Statistics

In order to investigate the current situation of practical teaching of preschool education majors at H University, interns of preschool education majors are chosen as the survey samples. Moreover, they are surveyed utilizing a questionnaire and interview to analyze the current situation of in-post internship, find the problems, and provide the basis for the corresponding improvement strategies.

This research adopted descriptive and inferential statistics methods for data analysis, distribution evaluation, difference analysis, ANOVA, and Pearson correlation.

## 4 Research Results

### 4.1 The Descriptive Statistics

This research applied demographic statistics in frequency, percent frequency, mean and descriptive statistics. According to the H university questionnaire results, 91.34% of preschool education students are female, and just 8.66% are male. Therefore, most graduates in this major are female (Table 1).

88.19% of the graduates were arranged to practice in private kindergartens, and 11.81% were in public kindergartens. However, only 15 of them took practical teaching in public kindergartens (Table 2).

Regarding the location of kindergartens, 77.17% are in the city, and 22.83% are in the country (Table 3).

According to the results, the respondents generally believe Practical teaching and Preparation are essential (Table 4).

The highest proportion of practical teaching content is Life activities. The practical teaching content of 101 students included Life activities, accounting for 79.53. The average value of all practical teaching content is 82.67, indicating that students

**Table 1.** Descriptive statistics of gender (by the Author)

Items	Categories	Frequency	Percent Frequency
Gender	Male	11	8.66
	Female	116	91.34
Total		127	100.0

**Table 2.** Descriptive statistics of kindergarten category (by the Author)

Items	Categories	Frequency	Percent Frequency
Kindergarten Category	Public	11	11.81
	Private	116	88.19
Total		127	100.0

**Table 3.** Descriptive statistics of location (by the Author)

Items	Categories	Frequency	Percent Frequency
Location	City	98	77.17
	Country	29	22.83
Total		127	100.0

**Table 4.** Statistics of skill development (by the Author)

Items	Mean	SD	Ranking
Organization skills	2.17	1.072	2
Communication skills	2.13	1.061	1
Teaching skills	2.36	1.231	3

**Table 5.** ANOVA of gender (by the Author)

Items	F-value	P-value
Organization skills	0.7	0.404
Communication skills	0.381	0.538
Teaching skills	0.265	0.608

can be exposed to the most valuable content, enabling them to exercise their skills effectively. Students' management, communication, and teaching skills have improved through practical teaching. Communication skills were significantly improved, followed by organizational and teaching skills.

## 4.2 The Inferential Statistics

There is no significant relationship between gender and the results of skills improvement. It shows no difference in the ability improvement obtained by boys and girls in practical teaching (Table 5).

There is a significant relationship between the classification of kindergarten and the improvement of communication ability. Moreover, there is a relationship between the classification of kindergarten and the improvement of teaching skills (Table 6).

There is no significant difference in the skills enhancement of students in practical teaching in urban or rural kindergartens (Table 7).

The P-value of each skill development factor is less than 0.05. It can be seen that the performance of practical teaching impacts the improvement of students' skills in practical teaching. Most of the scores in the interval segments of the differences are significant between the individual segments of the internship performance (Table 8).

**Table 6.** ANOVA of classification of kindergartens (by the Author)

Items	F-value	P-value
Organization skills	4.157	0.044
Communication skills	6.935	0.01
Teaching skills	5.673	0.019

**Table 7.** ANOVA of the location of kindergartens (by the Author)

Items	F-value	P-value
Organization skills	0.175	0.676
Communication skills	0.614	0.435
Teaching skills	1.942	0.166

**Table 8.** ANOVA of performance (by the Author)

Items	F-value	P-value
Organization skills	104.335	0.000
Communication skills	116.042	0.000
Teaching skills	146.015	0.000

Correlation Analysis, All the cognitive concept factors correlate with Skills Development. Moreover, the four factors in Management assurance correlate with Skills development. Practical teaching is a meaningful way to exercise students' operation and social communication. Preschool education is a reliable and practical operation, while the internship is an effective way to exercise and test students' abilities. The questionnaire result is a big help for students to develop their abilities. In practical teaching, students have improved in the organization and management of activities, the design and organization of activities, the daily management of children, communication with teachers and parents, and essential professional skills.

## 5 Discussions

Through the interviews, it was found that students will encounter different problems in practical tasks such as the design and organization of various activities, routine management of children, observation and interpretation of children's behavior, and communication with teachers and parents. Students' abilities in teaching and management methods and communication with others urgently need improvement. These problems are mainly caused by the students' preliminary preparation, learning situation, curriculum setting, practice time, teacher guidance, and cooperative management. Importance and Courses

have smaller S.D., and guidance has the smallest mean. Therefore, most students can get timely and effective guidance in practical teaching.

On the other hand, welfare has the most significant mean. This means that students have higher expectations for welfare. The position with the highest proportion of practical teaching is Assistant teacher, followed by Children sitter and Teacher. More than 90% of the position are concentrated in these three categories.

Students participating in practical teaching should not only be familiar with children and the environment but also actively learn the methods and experience of kindergarten teachers while working as childcare or teaching assistants. The university where the student is located must consider and coordinate many aspects to ensure the smooth progress of the students' practical teaching process, thereby effectively promoting the improvement of students' skills. The practical teaching content of kindergarten teachers pays more attention to education and teaching skills. Apply the theoretical knowledge and educational concepts learned in the classroom to practice.

**Further Research:** Policy implementation and oversight need to be improved. Although China has issued some policies and regulations on an in-post internship to support and standardize the development of in-post internships, most of them are guidance documents with weak operation and standardization and low actual binding force, which are considerably discounted in implementation. Fieldwork involves close social cooperation between different departments. It needs to be unified regulation and supervision of the government, making the fieldwork standardization work from top to bottom, which will require legislation, administration, education, safety, and human resources departments to strengthen supervision and inspection. This is to ensure that the higher vocational colleges and cooperation between the internship in kindergarten jointly set up a practice base, cooperation of kindergarten, and operations. While supervising and restricting vocational colleges and practice kindergartens, we should also avoid the phenomenon of some students going through formalities or avoiding on-the-job practice so that there are laws to abide by and strictly enforced. In the future, research in this area should be carried out.

## 6 Conclusions

From the perspective of Cognitive concepts, Importance, Preparation, Occupation, and Course can significantly affect students' performance in practical teaching. Furthermore, it plays a vital role in improving the skills of students. Cognitive concepts and Practice are the embodiment of cognition and the reaction to educational theories, and the depth and breadth of cognition can be reflected through educational practice. Students' understanding of the importance of practical teaching affects how students perceive practical teaching. The more important they think the more serious they will be in practice and the more significant gains and improvements they will have.

Management assurance is an essential guarantee for practical teaching. Students can get suitable internship positions with the cooperation of universities, kindergartens, and students. A suitable and appropriate teaching time arrangement can ensure that students' practical abilities can be fully improved. Safety and health are essential prerequisites

for the orderly and smooth development of students' practical teaching work. Salary and time arrangements are issues that students are more concerned about and value. A sufficient salary and suitable time arrangement can help students achieve better exercise effects in practical teaching. Because of the unique nature of preschool education, the guidance of experienced teachers is indispensable in practical teaching. In this survey, the instruction students received focused on either just-in-time or weekly instruction. This fully guarantees that students can get timely guidance if they encounter problems they cannot handle in practical teaching to resolve problems and gain experience and skills.

Practical teaching of preschool education significantly impacts the improvement of students' vocational skills, and it has many aspects, including practical teaching positions, teaching content, and performance. From the survey results, assistant teachers accounted for 39.37% of the most positions in practical teaching. They were followed by Children sitters, accounting for 28.35%. Regarding internship content, Life activities accounted for 79.53%, with the highest proportion, followed by Game activities at 70.87%. The policy requirements of China's preschool education: the combination of protection and Education and the policy of playing games are the leading educational activity. From the variance analysis of the performance factor, improving students' skills significantly correlates with performance in practical teaching. Therefore, various factors in practical teaching can significantly affect the improvement of students' vocational skills.

The fundamental purpose of practice teaching is to transform students' theoretical knowledge into practical abilities. According to the results of this study, through practical teaching, most students have significantly improved their communication, teaching skills, management ability, and other aspects. This proves that practical teaching is essential in promoting students' ability transformation.

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