

# Discussion on the Construction Path and Practice Research Strategy of Characteristic Specialty of Preschool Education in Applied Universities\*

Qiong Wu

College of Education  
Xi'an FanYi University  
Xi'an, China 710105

**Abstract**—Preschool education is the beginning of lifelong education and the foundation of basic education. Today, with the rapid development of education, many applied universities have opened preschool education programs in the context of the increasing demand for pre-school education. However, due to various reasons, some colleges have a big problem in the teaching of preschool education. In addition, the lack of special features in the professional construction of colleges and universities and the serious homogenization make teaching effect difficult to achieve expectations. In order to promote the innovative development of pre-school education, colleges and universities need to actively strengthen the professional development of the specialty, give full play to the advantages of the specialty, and comprehensively improve the professional teaching effect. This paper gives an overview of the preschool education major, analyzes the existing problems in the major of applied universities, and then discusses how to construct the preschool education specialty.

**Keywords**—*applied university; pre-school education; construction of characteristic specialty*

## I. INTRODUCTION

Preschool education is the beginning of lifelong education and the foundation of basic education. Today, with the rapid development of education, the development of preschool education has become a hot spot of education that the state attaches importance to, the society pays attention to and the people care about. In order to meet the needs of the market, which is expanding in scale and improving in quality, many applied universities have set up preschool education specialty to provide a large number of outstanding talents for our preschool education. However, the influx of a large number of colleges and universities makes the competition of preschool education specialty extremely fierce. In addition, there are some problems in the construction of preschool education specialty in some colleges and universities, which lead to many students who renew their education specialties, find it difficult to find suitable jobs after graduation. Therefore, it is

necessary to construct high-quality pre-school education specialty for all applied universities.

## II. SUMMARY OF PRESCHOOL EDUCATION MAJOR IN APPLIED UNIVERSITIES

The pre-primary education major mainly cultivates the professional knowledge of pre-school education, and is suitable for teachers who are engaged in the education and research work of the child care institutions, as well as the teaching and research talents of the pre-school education administrators and other relevant institutions. Generally speaking, universities can be broadly divided into academic ones and applied ones. For the former, the main teaching goal of the education is to cultivate relevant research talents; for applied university preschool education, it is mainly to train preschool teachers and other application-related preschool educators. In the current pre-school education market environment, the demand for applied talents is very large, which is also an important reason for many applied universities to offer pre-school education. Applied university pre-school education aims to cultivate pre-school education applied talents. However, the service target is infants and young children under the age of 6. This requires cooperation institutions to take kindergartens as the core, including children's activity centers. In general, applied universities focus on cultivating students' practical ability, and they require students to achieve all-round development such as morality, intelligence, and so on. This puts higher demands on students' ideological and moral, physical quality, and operational ability. The pre-school education majors of applied universities mainly devote to professional ethics, professional knowledge, teaching concepts, work ability, and cultural accomplishment.

## III. PROBLEMS IN PRESCHOOL EDUCATION MAJORS IN APPLIED UNIVERSITIES

### A. Unclear Teaching Objectives

At present, the pre-school education of some applied universities is still in its infancy. Not only has it not established a sound education system, but even the most basic teaching objectives are not clear enough, which makes it difficult to continue professional development. For applied

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universities, the pre-school education major should be based on cultivating high-quality applied talents, that is, to train teachers or teaching talents who go deep into pre-school education. However, some applied universities want to focus on both aspects, hoping to cultivate research talents with excellent academic research skills and applied teachers at the front line of preschool education. However, this lack of focus on the teaching and training program is rather unpleasant, resulting in a low level of professional knowledge and lack of research capacity. Moreover, because of this ambiguous positioning, the application of practical ability is also difficult to meet the actual needs of preschool education posts.

#### *B. Lacking Characteristics and Competitiveness*

With the ever-expanding market size of pre-school education, more and more applied universities have established pre-school education, which has made the competition among universities more intense. However, most of the applied universities are based on the cultivation of applied preschool education talents, and they also draw on other schooling systems and experiences. As a result, the preschool education majors of universities are extremely similar. Regardless of the teaching philosophy, goals, teaching models, methods, etc., the differences between universities are relatively small. Then, whether for high middle school graduates choosing universities or early childhood education institutions recruiting talents, it is difficult to make choices quickly and effectively, which seriously affects the normal healthy competition and long-term development of preschool education. Moreover, under such a single professional construction mode, the talents cultivated by many pre-school education majors in applied universities often lack sufficient competitiveness, and the personality and innovative ability of graduated students cannot be reflected, which is not conducive to the employment and innovation of students.

#### *C. Single Teaching Content and Unreasonable Curriculum*

Pre-school education has extremely high requirements for teachers' professionalism. At the same time, teachers need to have good adaptability and can make reasonable responses according to actual teaching conditions. However, the content of pre-school education in some applied universities is extremely simple, often with textbooks as the main theme and lack of innovation. Although the content of preschool education is constantly changing with the development of the times, the textbooks have not been revised and supplemented in time, which leads to a certain disconnection between the content of the textbooks and the actual teaching needs. Therefore, it is difficult to guarantee the quality of the preschool education teaching mode with the textbook as the core. It is more difficult to cultivate outstanding talents that are suitable for actual job needs. In the mean time, the curriculum of some universities is extremely unreasonable. On the one hand, the pre-school education curriculum of the university does not make a reasonable division of the primary and secondary ones, so that the content of different importance does not differ in the duration of the course, and it is difficult to highlight the key parts, which leads to the students not being able to fully grasp the learning priorities and key points. On the other hand, the pre-school education of applied universities

should be based on the cultivation of applied talents. However, some universities pay too much attention to theoretical teaching when setting up courses, but ignoring practical teaching, resulting in a lower level of practice for students.

#### *D. Weak Faculty*

Applied university preschool education requires a large number of excellent "double-type" teachers. This is because the cultivation of applied talents not only sets a very high standard for the professional level of teachers, but also requires teachers' practical teaching ability. If teachers lack practical experience and can't develop high-quality and effective practical teaching, then the students' practice level will inevitably be affected. It is difficult for them to fully understand the actual situation of pre-school teacher positions, so they cannot quickly adapt to jobs, causing a negative impact on the employment and career development of students. At present, many applied universities are in a period of transition, and their pre-school education is only in its infancy, lacking sufficient "double-type" talents. Meanwhile, the practical teaching infrastructure is also flawed.

#### *E. Backward Concept of Running School and Inefficient Teaching Mode*

The concept of running a school is the basis for determining the operation and development of preschool education. In the current market environment, many kindergartens have become irregular and illegal just in order to obtain high profits. As a curriculum system for cultivating outstanding preschool education talents, preschool education should not merely focus on profit, but shall pay more attention to education development. Otherwise, it is difficult for the cultivated talents to help the benign development of the preschool education market. On the contrary, it is easy to fall into the vicious circle of the market. Unfortunately, some colleges and universities are not fully aware of this point. In the process of professional construction, they indiscriminately cooperate with some kindergartens that are too pursuing school profits. As a result, their own school-running concepts are backward and do not have long-term and sustainable nature. In addition, the pre-school education in some universities just repeats other teaching mode with weak applicability directly, which makes the actual teaching effect difficult to achieve expectations.

### IV. CONSTRUCTION STRATEGIES OF CHARACTERISTIC SPECIALTY OF PRESCHOOL EDUCATION IN APPLIED UNIVERSITIES

#### *A. Defining the Orientation of Professional Talents Training*

In any case, cultivating excellent talents is always the fundamental teaching goal of pre-school education. Therefore, it is necessary for each applied university to clarify the orientation of professional talents and further develop professional construction. Fundamentally speaking, it is wise for applied universities to cultivate excellent applied preschool education talents. Under the guidance of the national policy of "cultivating high-level education talents", all applied universities need to deepen their professional talent training

goals, in line with national policies and the needs of the times. The so-called "high level" actually refers to further strengthening the fit of training and positioning based on the current training orientation, so that the training is consistent with the actual job requirements.

Creating a unique specialty is the key to the emergence of an applied university in the fierce competition of many universities. It is an important foundation for ensuring its own competitiveness and long-term stable development. However, the construction of pre-school education specialty is not simple. Instead of shooting at random, it must be carefully explored in light of the actual situation. In this regard, colleges and universities need to comprehensively consider the guiding ideology of the school, the professional curriculum system, the construction of the teaching staff, and the cultivation of talents, and find out the advantages of their own compared with other colleges and universities. Then, the advantages shall be regarded as the core to carry out professional characteristics construction. However, it should be noted that the professional characteristics are built on the basis of their own advantages, which does not mean that colleges and universities can completely ignore their own defects in the process of buildup. On the contrary, a perfect professional system is the basis for building a pre-school education specialty. Defects in the professional system will seriously affect the construction of featured majors. That is to say, professional features will be covered by professional defects, so that it may fail to fully play its role. Therefore, in the process of exploring professional features, applied universities should be based on the construction of a perfect professional system and have and strive to lay a good foundation for the creation of professional characteristics by accurately positioning the guiding ideology of running schools, consolidating the content of basic courses, implementing comprehensive curriculum, optimizing curriculum structure modules, strengthening teacher morality construction, optimizing teachers structure and reinforcing professional ability training.

#### *B. Improving the Teaching System and Focusing on the Optimization of Teaching Content and Curriculum*

The perfection of the teaching system is the key to ensure the normal construction of the pre-school education specialty of applied universities, especially the optimization of teaching content and curriculum, which is the most important thing. In the optimization of teaching content, it is the core to consolidate the basic content, and it is essential to improve the content. Pre-school education has extremely high professional requirements for teachers characterized by requiring them to embrace professional knowledge in many disciplines and fields. Therefore, the teaching of basic content is indispensable in the teaching of pre-school education. At the same time, preschool education itself is constantly developing and progressing, and its teaching content will change with the development of society and the progress of the times. This requires the applied university to supplement and correct the teaching content in a timely manner. In terms of curriculum optimization, it is necessary to realize the integration of curriculum setting, that is, according to the importance of different teaching contents, comprehensively consider the

curriculum setting, and make the curriculum duration and arrangement as much as possible consistent with the teaching content. In addition, in the process of curriculum setting, it is needful to pay attention to the theoretical curriculum and practical courses, and appropriately increase the proportion of practical courses, thus changing the contempt of traditional curriculum to practical teaching.

#### *C. Strengthening the Construction of Teachers*

Excellent teachers are the foundation of supporting the construction of preschool education-oriented characteristic specialty. Firstly, colleges and universities should put forward corresponding characteristic requirements for teachers according to their own special specialty construction needs, so that teachers' teaching activities can be consistent with the special major teaching, so that a good foundation for the construction of the specialty can be created. Secondly, colleges and universities need to train "double-type" teachers. Through the combination of "introducing outside talents and cultivating inside personnel", on the one hand, it's advisable to introduce a large number of excellent "double-type" talents from outside the school, on the other hand, the "double-type" teachers development and cultivation of on-the-job teachers shall be strengthened to finally create an excellent "double-type" teaching team that meets the actual teaching needs. Especially in teaching practice, colleges and universities must make strict demands on teachers' practical experience and practical teaching ability, so as to ensure that the trained students can quickly adapt to social positions. Last but not least, it is necessary to strengthen the construction of teachers' ethics, cultivate teachers' good professional ethics, so that they can set a good example and convey correct ideological values to students. By this way, advanced teaching ideas can be fully implemented, allowing students to avoid being caught in interests too much and abandoning teachers' professional ethics after graduation.

#### *D. Updating Teaching Concept and Innovating Teaching Mode*

Modern preschool education pays more attention to the cultivation and guidance of young children. Therefore, applied colleges need to change the teaching philosophy of preschool education, focusing on cultivating students' correct teaching consciousness. Only in this way can students get along with the children acting both as good teachers and friends in their jobs, preventing them from over-leading preschool education and teaching activities, which may limit the overall development of young children. In other words, the teaching philosophy of pre-school education in colleges and universities should be based on a deep understanding of children's psychology and satisfying young children, and integrate this concept into teaching, so that students can fully follow this concept in their teaching. In addition, the teaching model of applied universities needs to be innovative, and the traditional and old teaching models can no longer be used. In this regard, teachers should actively apply various novel teaching methods in the teaching process, such as guiding teaching methods and cooperative teaching methods, etc., to promote the effective improvement of teaching quality and efficiency.

### E. Building a Sound Practice Platform

Practical teaching is an important part of preschool education teaching. For the construction of pre-school education specialty of applied universities, the characteristic practice platform is often the key to ensure that the construction work can be carried out normally and efficiently. Applied colleges and universities should fully understand the connotation of their own characteristics, and actively cooperate with local preschool education institutions such as kindergartens to jointly create a highly practical platform to provide students with more effective practical opportunities. In this way, students of pre-school education can strengthen their practical ability and accumulate rich practical experience through the practice platform, thus laying a solid foundation for their entry into social posts. And each pre-school educational institution can also establish a stable talent resource channel through cooperation with the school to promote its stable operation and development.

### V. CONCLUSION

For application-oriented universities, the construction of pre-school education specialty is an effective way to improve the competitiveness of the specialty in the market and promote its professional development. However at present, some colleges and universities have encountered many such problems in the process of building their professional characteristics as which need to be improved by clarifying the orientation of professional training, exploring professional characteristics, improving the teaching system, strengthening the construction of teachers, renewing teaching concepts, and building practical platforms.

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