

Research on Professional Development and Training Paths of Teachers in Public Kindergartens

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Abstract: A professional team of kindergarten teachers can guarantee the high-quality development of preschool education. In the process of professional development of kindergarten teachers, their professional development in different dimensions can usually be manifested in educational practice, which is related to the quality of kindergarten education and the development of children. Therefore, this paper first analyzes the current situation of the professional development of teachers in public kindergartens, points out the problems existing in the professional development of teachers, and hopes to promote kindergarten teachers to continuously improve their professional abilities and realize the sustainable development of the education team by exploring the path of professional development and training of teachers.

Keywords: Public Kindergarten; Teacher; Professional Development

Introduction

With the continuous deepening of the reform of preschool education, the quality of preschool education has gradually become a hot topic. As the specific planner and guide of kindergarten education practice activities, kindergarten teachers are an important part of promoting the development of early childhood education and a key breakthrough to promote the professional development of teachers [1]. Although the development of preschool education in China has made obvious progress, the team of kindergarten teachers is also growing, and the quality of education has been significantly improved than before, but there are still some practical problems in the construction of kindergarten teachers, therefore, focusing on high-quality teachers and promoting the professional quality of kindergarten teachers can better promote the overall quality of preschool education.

1. Current status of professional development of teachers in public kindergartens

First of all, there are some differences in the professional knowledge and ability of kindergarten teachers with different teaching age. In terms of professional knowledge reserve, on the whole, it can be found that the older the teacher, the richer the knowledge reserve, and the vice versa, which means that the professional knowledge reserve of kindergarten teachers is closely related to their teaching experience. However, this phenomenon is not absolute, some older teachers due to the slow pace of knowledge update, in the specific practice of the younger teachers are less easily accepted by children, therefore, teachers accumulate professional knowledge, but also pay attention to the update of knowledge. In terms of the level of professional ability development, the longer the teacher's teaching experience, the higher the level of professional ability development. Secondly, for kindergarten teachers with different professional titles, the concept of teacher ethics will be different. With the gradual improvement of professional titles, there are obvious differences between teachers with higher professional titles and those without professional titles. It is worth noting that professional development support and career planning affect the professional development level of kindergarten teachers, and the former two are in direct proportion to the latter, that is, the higher the level of the former two, the higher the professional development level of kindergarten teachers [2].

2. Problems in the professional development of teachers in public kindergartens

2.1 There are deviations in the professional concept of kindergarten teachers

In terms of professional concept and teacher ethics, most teachers in public kindergartens attach great importance to this, but there are still a few teachers who do not realize that preschool education is the most enlightening and basic stage in the entire education process of students, so they do not have a deep understanding of professional concept. Take the professional development of 120 teachers in a public kindergarten as an example. It can be found that the number of qualified teachers with professional concepts only accounts for 20.83%, as shown in Table 1. The professional concept requires kindergarten teachers to have a deep understanding of the occupation and the attitude and behavior of early childhood education. Usually, these teachers have a deep understanding of the occupation and can care for children in teaching work, but there are still some deviations in the childcare of children. Most teachers have a certain professional quality and can focus on children, but in the specific observation, a few teachers have a certain bias towards children, and their cognition of professional concepts needs to be improved.

Table 1 Descriptive statistics of professional development of teachers in a public kindergarten

	Number of qualified teachers	Mean value	Standard deviation	Take up a proportion of
Different dimensions	25	38.156	1.074	20.83 %
Professional concept	25	2.682	0.131	20.83 %
Professional knowledge	23	2.644	0.156	19.17 %
Professional competence	25	2.692	0.082	20.83 %

2.2 Kindergartens lack training for teachers in professional fields

At present, the comprehensive curriculum reform of public kindergartens advocates the wholism of children's learning, requiring teachers to set basic themes combined with experience in relevant fields and conduct in-depth exploration according to the set themes, so as to help children obtain complete and beneficial experience^[3]. In order to adapt to the current reform trend of preschool education, kindergartens must change the traditional teaching methods and explore new teaching methods to replace the previous fixed subject teaching, but the professional training of teachers in the corresponding field has been neglected. Although the wholeness of early childhood learning is in line with the characteristics of early childhood development, the existing training should also pay attention to the development of teachers in related fields, so as to enhance teachers' understanding of early childhood learning and development, and thus provide children with a complete experience.

2.3 Teacher professional planning is unclear and lacks institutional guarantee

Studies have shown that kindergarten teachers usually lack professional development planning and awareness, and cannot clearly understand the characteristics of professional development at each stage. Some kindergarten teachers even lack a positive enterprising spirit due to the lack of room for personal advancement, complicated work affairs in kindergartens or family factors, and choose to follow a step-by-step approach instead of seeking positive professional development. In addition, in terms of the guarantee system for professional development, most kindergarten teachers believe that the salary, reward mechanism and management system are in urgent need of improvement. Through the investigation, it is found that the professional development of kindergarten teachers lacks relatively perfect system guarantee in terms of treatment, reward or management.

3. Professional development and training paths for public kindergarten teachers

3.1 Improve the professional understanding of kindergarten teachers

Because some kindergarten teachers do not have a deep understanding of professional concepts, the development of professional concepts among teachers is unbalanced. In this regard, kindergarten teachers should pay attention to accumulate teaching experience in specific educational practice activities, carry out in-depth understanding and implementation in the four aspects of professional understanding, attitude and behavior toward children, early childhood care and education and personal cultivation, so as to strengthen

their own professional understanding, effectively penetrate professional concepts into educational practice, and promote the perfection of their own knowledge system. Be able to treat children with an objective and fair attitude ^[4]. In addition, kindergarten teachers should also pay attention to teaching reflection in order to promote self-professional development.

3.2 Attach importance to the training of kindergarten teachers' professional literacy

In view of the holistic learning of children, the professional training of teachers in kindergartens should pay attention to the diversification of content, be in line with the reality, and meet the different needs of the professional development of kindergarten teachers. Through hierarchical training, the training of teachers' artistic skills, the design and guidance of children's activities and the organization of children's daily life are strengthened. In the form of training, we should pay attention to the effective and diversified interaction of training forms, and create a professional development environment for teachers' cooperation through watching and listening to lectures, participating in competitions, teaching and research projects. Some scholars have emphasized that kindergartens should attach importance to the professional development training of the whole team of teachers through practical and effective training modes: taking the construction of educational theories as the guidance, subject research as the key content, concrete practical activities as the carrier, and carrying out practical professional training through observation and investigation ^[5]. For new teachers who are just teaching, they can carry out targeted learning through various ways, such as teaching new teachers, watching and listening to lectures, exchange of experience and post practice.

3.3 Develop professional plans for teachers and provide institutional guarantees

In view of the unbalanced development of kindergarten teachers' professional concepts and professional abilities, it is very important for teachers to make professional plans for themselves. Of course, teachers should objectively look at their own actual situation, take the Professional Standards for Kindergarten Teachers as a specific reference, and analyze their own strengths and weaknesses in detail, so as to stimulate their own internal motivation, design scientific and reasonable professional development plans for themselves, and promote their continuous growth according to the goals proposed at different stages. At the same time, teachers should also establish professional ideals, consciously carry out their own professional development under this premise, actively carry out child care and education activities through innovative teaching methods, exchange teaching experience with colleagues, and achieve their own professional development goals. In addition, in order to enhance the confidence of kindergarten teachers in professional development, kindergartens should strengthen the institutional guarantee and resource investment. With the support of improving the institutional system, kindergarten teachers can maintain their enthusiasm for preschool education and further improve their professional development level.

4. Closing remarks

All in all, the professional development of kindergarten teachers is not a process of stage and short-term development, but a process of long-term accumulation, which requires teachers to have the awareness of active development, constantly strengthen their professional cognition, and formulate professional development plans for themselves through participating in various targeted professional training, so as to achieve self-development. Only with a clear understanding of their own positioning and development planning can they clarify the direction and path of development, so as to promote the sustainable development of preschool education.

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