

Investigation and Analysis on the Demand for Cultivating Talents in Early Education

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Abstract

This study analyzed the demand of enterprises for various abilities of graduates majoring in early education through questionnaire surveys of early education-related enterprises. The results show that enterprises have relatively comprehensive demand for graduates' abilities. They particularly attach importance to professional qualities such as teacher ethics, style of teaching, sense of love and responsibility, and personal qualities, as well as professional abilities such as characteristic skills, activity planning ability, and organization and coordination ability. At the same time, in view of the problems found in the research, corresponding suggestions are put forward, including docking with international paradigms and optimizing the talent cultivation model, strengthening curriculum construction and improving the quality of talent cultivation, optimizing the teaching staff and introducing high-quality teachers, and strengthening the construction of training bases and improving practical teaching conditions.

Keywords

Early education; Enterprise demand; Graduates' abilities; Professional qualities.

1. Introduction

Early education is crucial for the growth and development of young children. The abilities and qualities of graduates majoring in early education directly affect the quality of early education. Therefore, understanding the demand for graduates' abilities from early education-related enterprises is of great significance for improving the quality of cultivating early education professionals. This research uses questionnaires to conduct investigations on early education-related enterprises. The questionnaire content includes the demand of enterprises for graduates' professional qualities, professional abilities, and characteristic skills.

2. Research Results

2.1. Enterprise demand for the number of graduates

According to the research results, among the main sources of employees in early education-related enterprises, 63.04% are graduates from vocational colleges, 63.04% are interns from vocational colleges, and 39.13% are graduates from ordinary colleges and universities. At present, the main source of employees in early education-related enterprises is students from vocational colleges. According to the survey data, among the demand for early education professionals by early education-related enterprises, 41.3% of enterprises have a demand of 1-5 people, 21.7% of enterprises have a demand of 5-10 people, and only 6.52% of enterprises do not need them. It can be seen that at present, early education-related enterprises in the market have a great demand for early education professionals. Professionals have a certain theoretical and practical foundation compared to non-professionals. For enterprises, when professionals enter the enterprise, they can enter the working state of the enterprise more quickly.

2.2. Enterprise demand for graduates' professional qualities

The survey data shows that most early education enterprises believe that the most important professional quality that graduates should possess is ethics and teaching style, accounting for 84.74%. It can be seen that the ethics and teaching style of graduates are particularly important when enterprises recruit. Because the ethics and teaching style of teachers determine the behavior of teachers, and every word and deed of teachers has a great impact on young children. Only when teachers have good ethics and teaching style can they better shoulder the responsibilities of guiding and leading the healthy growth of young children.

At the same time, 84.25% of enterprises believe that the love and sense of responsibility of graduates are also very important. The reason why enterprises attach importance to love and sense of responsibility is that the educational objects that graduates will face in the future are children aged 0-3. Young children are naturally lively and active. Preschool teachers need enough love and sense of responsibility to be competent for this job. Another 83.01% of enterprises believe that the secondarily important professional quality is the personal quality of graduates. Whether in life or work, the level of graduates' personal qualities will be reflected in all aspects and still have a very far-reaching impact. Most enterprises believe that obedience to management, concern for quality, professional norms, and stress resistance also play an important role in the professional qualities of graduates, accounting for 76.68%, 76.1%, 75.24%, and 74.95% respectively.

2.3. Enterprise demand for graduates' professional abilities

The survey results found that among the qualities that early education majors should possess, 78.21% of enterprises believe that service consciousness is the most important. The secondarily important is class management, accounting for 76.49%, because the ability of class management is an important indicator to measure the work ability of preschool teachers. 75.14% of enterprises believe that the concern for quality of early education majors is second only to service consciousness and class management. 74.66% of enterprises believe that teamwork is also an important indicator.

The survey found that 67% of early education-related enterprises believe that characteristic skills are the most important skills that higher vocational graduates majoring in early education should possess. Graduates possess characteristic skills, such as dance, piano, art, vocal music, handicrafts and other skills, which are conducive to better carrying out work.

According to the statistical results, 61% of early education-related enterprises believe that activity planning ability is very important among the skills that higher vocational graduates majoring in early education should possess. Early education-related enterprises need to frequently carry out various early childhood activities. Therefore, what enterprises need is not only preschool teachers who can teach young children, but also teachers with activity planning ability.

According to statistical data, 68% of early education-related enterprises believe that it is very important for graduates to possess organizational and coordination abilities. People with strong organizational and coordination abilities can allocate resources according to work tasks and simultaneously control, motivate and coordinate the process of group activities to make them integrate with each other, thus achieving organizational goals.

Seventy percent of early education-related enterprises believe that social skills are very important in graduates' team consciousness. Because graduates not only face colleagues and young children in their posts, but also face parents of young children. People with strong social skills know etiquette and manners on various occasions, are good at dealing with people and receiving guests, and are good at handling all kinds of complex interpersonal relationships.

2.4. Analysis of the occupational connotation, occupational job groups and job responsibilities that match this major

In this research, through interviews, the 24 job abilities that early education professionals need to possess as summarized by relevant staff of early education institutions were obtained. And through analysis, the 24 abilities were integrated into six abilities, namely: professional ability; innovation and development ability; communication and coordination ability; occupational understanding ability; organizational ability; and extended skills.

In the organizational ability survey, those who think this ability is important and very important account for more than 94% of the surveyed people, and the average score of this item is 5.58. In the occupational understanding survey, those who think this ability is important and very important account for more than 95% of the surveyed people, and the average score of this item is 5.65. In the occupational understanding survey, those who think this ability is important and very important account for more than 95% of the surveyed people, and the average score of this item is 5.55. In the occupational understanding survey, those who think this ability is important and very important account for more than 95% of the surveyed people, and the average score of this item is 5.55.

3. Research Analysis

3.1. Orientation of professional development goals

In the development plan, the college clearly proposes to adhere to demand orientation and goal orientation, fully integrate the actual social needs and the characteristics of the professional development of preschool teachers, foster virtue through education, realize "whole-person education in all aspects", improve students' professional qualities and abilities, so that they can better serve society and the cause of preschool education. The early education major of our school cultivates advanced applied talents who practice socialist core values, develop morally, intellectually, physically, aesthetically and in an all-round way, have noble professional ethics, good humanistic qualities and comprehensive qualities, have love, patience and sense of responsibility, master a relatively systematic early education professional knowledge and skills, have strong care abilities, activity design and organization abilities, practical reflection and self-development abilities, are good at communication and cooperation, can be competent in early education teaching work, and can engage in care, teaching, consultation, management and other work in kindergartens and other early education institutions.

Through a scientific talent training program, the major cultivates applied skilled talents with certain preschool education abilities. Through the training of the professional teaching system, students master knowledge and theories such as early education pedagogy, preschool educational psychology, and child health care. They can engage in education and teaching, class management, specialty training, activity planning, environment creation, parent reception, customer development and maintenance consulting, communication up and down and other work in corresponding industries and enterprises. They have good social morality and professional ethics, innovative consciousness, logical thinking for analyzing problems, consciousness of active learning, and strong application, ability to think and find problems and solve problems, and organizational and management abilities. Three to five years after graduation, students become key teachers in early education institutions; five to eight years later, they become management talents.

3.2. Orientation of professional training goals

This major cultivates individuals with firm ideals and beliefs, all-round development in morality, intelligence, physique, aesthetics, and labor, a certain level of scientific and cultural knowledge, good humanistic qualities, professional ethics and innovative consciousness, the

craftsman spirit of striving for excellence, strong employability and sustainable development ability; basic knowledge of the infant and child health care industry and preschool education, possessing the skills of integrating care and education, facing positions such as infant and child education and care, family education guidance, and health management in the early education and child health care industry, and engaging in high-quality technical and skilled talents who work in infant and child development monitoring and evaluation, health guidance, preschool education and family education guidance.

3.3. Analysis of training specification weight

The core competencies and graduation requirements of the early education major. The graduation requirements need to be investigated according to the needs of stakeholders such as enterprises, students, and teachers. First, conduct a survey in the form of a symposium for enterprises; then use SPSS version 23.0 to use cluster analysis to refine the core professional competencies.

Through symposiums with kindergartens, early education centers, and educational consulting companies (the above companies) in the tertiary industry, symposiums with students, and the professional skills cultivated by relevant courses, the following different early education professional abilities are refined in total, including core competencies and general competencies.

According to the 24 professional skills in the above table, design a Likert scale (six scales from very important to very unimportant) and conduct surveys on 50 alumni, 50 teachers, 50 current students, and 50 recent graduates in the form of Questionnaire Star. A total of 411 questionnaires were collected in this survey. Through SPSS version 23.0, 51 invalid questionnaires were deleted, and the effective rate reached more than 89%. First, after analyzing its validity and reliability, cluster analysis was used. Using the ward clustering method, the following results were obtained.

Regarding the validity of the questionnaire, $KMO = 0.903$ and $SIG = 0.00$, indicating that the questionnaire has very high validity. The reliability analysis result is $F(22) = 7.466$, $P = 0.000$. This shows that the reliability and validity of this questionnaire are credible.

The early education major is a school-level characteristic major. Early education in higher vocational colleges focuses more on cultivating applied talents. That is, the trained students must have certain professional ethics and qualities, as well as strong abilities in activity design, environment creation, and interpersonal communication. In addition, according to feedback from employers, the talent training model of the early education major of our school largely meets several major needs of the early education market such as "quick to get started and strong in development." Our school's students have received great praise. In conclusion, the six core competencies of the early education major reflect the characteristics of innovation and entrepreneurship in early education of our college. Centering on the characteristics of innovation and entrepreneurship and combining the needs of regional economic and international development, the six core competencies of the early education major will guide the characteristic construction of the early education major. Through course teaching, students know how to apply professional knowledge and skills. Through internships and practical links, students know how to become a professional person with qualities. Correct understanding of social responsibility and professional ethics, and the necessity of lifelong learning. Because the living conditions of legal persons and natural persons are different, legal persons need more comprehensive qualities and need correct moral orientation. Through on-the-job internships, students will know what they need to do when they leave school and enter their posts. According to the survey and analysis of alumni, the average salary of alumni majoring in early education of our college is 4,000 yuan/month, exceeding the average level of college students in Chengdu. Most alumni, in order to get promoted, know how to do one thing well in the

enterprise, how to achieve better professional development, and how to do management well. The manifestation is that 20% of alumni are now managers.

3.4. Suggestions

Through research, we have found that most colleges and universities emphasize skills while neglecting concepts and moral education. Some students have outdated educational concepts, insufficient teaching innovation abilities, and weak industry recognition. As a result, the teaching staff in the preschool education industry is unstable, teachers have weak theoretical foundations and weak teaching research abilities, and preschool teachers lack stamina for continuous development. In view of this situation, we have the following suggestions for the cultivation of preschool education talents:

(1) Connect with international paradigms and optimize the talent cultivation model

The differences in early education skills are mainly formed by: ① international differences; ② regional economic differences; ③ differences in cultivation levels. The differences in early education skills mentioned above are due to different educational environments, leading to differences in talent needs and skills. That is, the differences between China's educational environment and that of developed countries lead to differences in talent needs and skill needs. In addition to the above international differences, regional economic differences lead to different talent needs. Economically developed regions have greater demand for early education talents. Regional economic differences will lead to differences in the industries and enterprises that the major is oriented to. Therefore, the demand for early education skills will form differences. The difference in cultivation level is mainly limited by professional construction and student abilities. To improve the cultivation quality for all students, adjustments need to be made to the entire major to connect with international paradigms. Implementing the talent cultivation model of combining work and study, school-enterprise cooperation, and on-the-job internships requires policy guarantees, enterprise support, and cooperation in school teaching arrangements. However, at present, the enterprise and school management systems are not compatible, and it is difficult to connect teaching links with enterprise employment systems. It is hoped that relevant departments will promptly formulate laws and regulations to promote school-enterprise cooperation in running schools, continuously standardize school-enterprise cooperation, and effectively build a long-term mechanism for school-enterprise cooperation in cultivating professional and technical talents. Higher vocational colleges should establish a more flexible and pragmatic operation mechanism to avoid collisions between school teaching links and enterprise skill cultivation links and operate effectively.

(2) Strengthen curriculum construction and improve the quality of talent cultivation

One of the important tasks of professional construction in higher vocational colleges is the reform of professional courses. At present, the curriculum construction work of the early education major is in progress. Facing the new situation and new connotations of the development of the early education major, a lot of research and exploration are still needed to solve the problem of combining curriculum teaching content with early education professional industry standards. During the project construction process, we will deeply study the curriculum organizational structure of the early education major, the job settings of early education teachers, and the professional skills of early education teachers. We will study the new situation and new development directions of the early education major at home and abroad, absorb new ideas and new education and teaching reform models, integrate them into curriculum education and professional skill cultivation. When conditions are ripe, we will organize professional curriculum teachers and relevant enterprise experts to jointly compile practical textbooks for teaching and training. According to the job requirements corresponding to the major (group), referring to the job qualification standards for infant caregivers, early

education teachers and other positions, starting from the work process of early education teachers, researching and analyzing work tasks, summarizing action fields, determining professional learning fields, and optimizing the early education professional curriculum system and curriculum standards.

Specifically as follows: ①With career development as the goal, clarify the core professional courses, including core technical courses and vocational skill courses; ②Based on job needs and employability, determine the setting of job courses. Implement modular combinations of course forms to meet the needs of different professional directions and the diversified development of students; ③With the cultivation of employability as the main line, organize course content. The course content reflects comprehensiveness. It is required to be "practical and sufficient." Add skill courses and process-oriented courses that reflect new technologies, and cancel courses that have little relationship with the cultivation of professional practical skills and are too theoretical; ④Design teaching activities with typical work tasks as the carrier, emphasize the combination of theory and practice, and emphasize the integration of knowledge imparting and ability cultivation in an integrated teaching process. Abandon the fragmented and segmented cultivation method of "theoretical knowledge imparting & practical exercise (internship and training)"; realize the integration of teaching, learning and doing, and improve students' practical abilities.

(3) Optimize the teaching staff and introduce high-quality teachers

At present, there is a serious shortage of early education professional teachers, and the teacher-student ratio still does not meet the existing teaching needs. The teacher structure is relatively young, lacking professional teachers with high-level professional titles and structures, and even more lacking experienced kindergarten front-line teachers as internship and training instructors. During the project construction process, we will implement the teacher training plan in a planned way. We should not only send teachers to relevant colleges and professional training institutions for training, but also send teachers to relevant school-enterprise cooperation kindergartens to participate in on-the-job training. In addition, we will strive to introduce high-quality college graduates and outstanding kindergarten front-line teacher groups to join the teaching team as full-time and part-time teachers.

(4) Strengthen the construction of training bases and improve practical teaching conditions

At present, the internship conditions for the early education major in the school have been greatly improved and quality guaranteed. However, the shortage of off-campus training conditions still exists. First, the off-campus training bases are far away from our school. Some are off-campus training bases in other provinces, making it difficult for students to carry out practical and probationary work during school. Second, some off-campus training bases are still unstable, and further contacts and cooperation need to be strengthened. In the next professional construction process, stabilizing internship units is a key task, and efforts will be made to ensure the effectiveness and efficiency of school-enterprise cooperation.

(5) Strengthen the construction of information platforms and improve modern teaching methods

In order to adapt to the reform of modern teaching methods and realize the sharing of high-quality teaching resources with modern information technology and break through the time and space barriers of school-enterprise cooperation, we will focus on researching modern teaching methods, cooperate with enterprises to develop online curriculum resources and digital teaching resources such as real-time connection classrooms, build school-enterprise digital transmission classrooms, and transmit information such as actual kindergarten education scenes to classrooms in real time. Enable kindergarten part-time teachers to directly carry out professional teaching at the kindergarten teaching site and realize school-enterprise joint teaching.

(6) Strengthen international exchanges and cooperation

In order to adapt to the trends and tides of modern early education development, the early education major of our college still needs to strengthen international exchanges and cooperation. On the basis of existing foreign cooperation, actively explore new ideas and cooperation contents and expand the scope of cooperation.

Acknowledgements

This paper is one of the stage research results of Urban Vocational College of Sichuan (CS23JGYB01).

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