

Construction of the Practice Education Workbook Based on the Work Process

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Abstract: Education internship is the key process for the normal school students to receive the practical education experience and obtain their specialization development. The quality of education internship will directly affect the training quality on the initial teachers. According to the kindergarten work process, constructing a new practical workbook with a mode of “guide-do-inspect” can encourage students to establish clear work standards, to carry out the planned educational programs, to make self-inspection and self-reflection in a real situation. Thereby the students' education and child care ability can be enhanced.

Keywords: Education practice, Working process, Pre-school education training, Competency-based

1 Introduction

Vocational and technical education pays much attention to the guidance on the students' practical skills and work, which is in line with the actual needs of the society for high-quality skillful personnel. However, due to the scattered off-campus internship locations and large number of students, many schools adopt a pattern combining the decentralized and centralized internship, which weakens education practice management and results in the lack of systematic scientific evaluation system^[1]. In this pattern, the teachers would encounter great difficulty in offering face to face guidance for each student. Thus the actual level of personnel training quality has been reduced greatly. Meanwhile, preschool education has involved in a wide range of professional fields. The teaching training and practical education work of each professional skill are formulated severally, which causes the discrepancy between links. In this condition, a single teacher is difficult to implement a comprehensive guidance for all his students. Moreover, the student's own level is also not enough to effectively combine theory and practice. Overall, so many obstacles are standing in the way of fulfilling the utility of education practice.

In general, education practice is composed of simulated practice, trainee, internship, etc. Therefore, distinguished with the overall-planning internship report books which were used before, the core of the new practice education workbook is the work orientation based on the daily life of children and their educational activities. The workbook focuses on integrating each single subject according to the actual work demands, devising educational practice with different levels in correspondence with the students' capacity gradient, and regulating the specific paths and methods on the implementation of educational practice. So it is a workbook with high level of specialization and the mode of “guide-do-inspect”. The enforcement of the workbook would improve the quality and levels of the practice of preschool education.

2 To Analyze the Necessity of Reconstructing the New Education Practice Workbook

2.1 Education practice in kindergarten needs to break subject boundaries and establish integrated skill training based on the work process

Educational practice in kindergarten is a process which pre-school normal students put educational programs into practice, which offers students comprehensive training in a real situation and is quite different from the specialized practical skill training. The actual work in the kindergarten emphasizes that the education activities in different educational areas should be designed through games and

activities. Therefore, the concept “nursery day event” in educational practice is presented in view of the concept of “work process-orient feedback ted” in vocational education. Both the students and the teachers are required to be familiar with a complete workflow, and they should break the subject boundaries in specific educational activities and apply the integrated teaching skills in the practical educational work according to the children’s actual development needs.

2.2 Education practice in kindergarten requires establishing a practical training with capacity development process instead of a summative practical training

In order to promote the students’ development in teaching ability, many colleges arrange the post internships for the students in the sixth semester. But the problems like the scattered practice locations, the large number of students and lack of scientific management, make it difficult for the teachers to offer their students meticulous face-to-face guidance and the quality of the talent training cannot be assured. Therefore, it’s very necessary to integrate the training programs and resources, to transfer the practice training guidance forever subject goal into the project-oriented guidance, to transfer the ultimate practice of professional maturity stages to the growth-type practice in different stages and levels. Meanwhile, the corresponding system and assessment criteria to quantify the quality of internships also need establishing in order to ensure the improvement of the quality of training effectively.

2.3 The preschool education is supposed to dig out its own core vocational potential when implementing the educational practice which should be distinguished from other normal educations

2.3.1 Pre-school education is different in educational contents, methods and approaches

Currently, most kindergartens either adopts area courses such as languages, arts, science, society, health and so forth which are essentially relevant courses, or carry out integrated courses with a central topic, sometimes named “Subject” or “Unit”^[1]. Therefore, with the feature of “broad but shallow”, the professional field related to the educational content is broader than that of any other profession. As for the teaching methods, the teaching content is of little awareness and children’s sense ability has been strengthened by organizing games and activities, that is to say, the guidance to teaching objects is emphasized more than the organization of teaching content. In addition, preschool education needs the teachers in charge of children’s all activities in the kindergarten and lays particular emphasis to the organization of activities and the application of characteristic thematic education, which is very unlike other educations in which there is always a typical subject teaching task for every teacher. Organizing children’s activities is the core vocational ability in pre-school education. The corresponding education practice capabilities in preschool education are different from those required in other normal professions. As a matter of course, the forms of the education practice vary.

2.3.2 Pre-school education is different in educational effect evaluation

Pre-school education emphasizes children’s sustainable development more than the direct educational effect, which requires students to be familiar with “Kindergarten Education Guidelines” and other related legal documents, to develop a scientific concept of early childhood education, to observe effectively and evaluate the early children correctly, and to pay close attention to the full development and the potential of the children in the educational process. Therefore, the educational notion is of the same importance as the method in the educational practice. The educational practice should be regarded as a process of re-education and development more than just a testing process to the students and weighs the continual development of abilities on the teachers themselves.

2.3.3 The combination of child care and education is the fundamental working principle which is quite different from other normal educations

According to Article XIII in Chapter III from “Kindergarten Regulations”, the kindergarten should carry out its activities following the principle of combining child care and education, and create a favor able and harmonious education environment for young children, and guide the healthy development of child personality. However, many colleges and universities focuses on the training of teaching skills in the kindergarten internship guidance while ignoring the cognition and skill training of child care and

education. Thereby, the kindergarten internship should widen its working area and manage to combine child care and education, breaking through the shackles of the skill-oriented education.

3 The Frame Analysis on Reconstructing the Preschool Educational Practice Workbook

3.1 To emphasize the procedural development of the education capacity

In general, the education practice is composed of simulated practice, trainee, internship and other form, but the schools always emphasize more on the internship than the actual effect of the simulated practice and trainee in the practical operation. In fact, the two kinds of education practice are an important accumulation of the education experience which would improve the education practice quality directly. The trainee may be a hurried and cursory glance at the education work for the reasons such as the shortage of time, misunderstanding of tasks, no schemes and so on. Therefore, when reconstructing, the educational practice workbook should contain the extra two parts “simulated practice guidance” and “trainee Guidance”.

The ultimate practice in professional maturity stage needs to turn to the growth-type practice in different stages and levels, which can be done by means of excavating the connotation of trainee guidance and developing the work programs. The first is to grade the whole trainee into three levels in accordance with the students’ professional study degree which is different in different semesters. They are “junior trainee for one week”, “intermediate trainee for two weeks” and “senior trainee for two weeks”. In this grading system, three-degree trainee goals are expected to be established, they are successively “to get an acquaintance of the kindergarten workflow”, “to learn about the basic work skills”, “to handle the implementation of the whole activities”. The second is about the trainee content. The stage goal should be decomposed into three elements that are “education ability”, “language ability” and “artistic ability” in accordance with the capacity that is necessary for the preschool teaching staff. And then feasible measures should be taken to enable the trainee to be implemented as the plans and to go towards its goal. These measures include linking the stage trainee up with the curriculum provision, integrating the key courses, developing single training program into comprehensive training project, and establishing the work items which need to be inspected. Take an example; the work item to be inspected in the “educational capacity” of the “junior trainee” is to assess the children’s personality, which requests the students to make a follow-up survey of a child and to present a work report which has recorded the child’s basic information, cognitive characteristics, language development characteristics, etc.

Therefore, the trainee work contains nine tasks in three modules of three stages. In the aspect of teaching ability, progressive relationship exists from one task to another in the same module. Each task has four work procedures which are clear task requirements, making plans, operation records, detection and reflection.

3.2 To establish a complete practice-guiding program based on work processes which adapt to the market demand

That child care is of the same importance as education is a basic principle of preschool education. However due to positioning the talent as “kindergarten teachers”, many schools have neglected to develop the students’ child care capability and only have focused on the skill training as future teachers. Gradually, the changeable market has seen the value of child care work, replying to which the new education practice workbook has made a thorough survey on the typical work process of the kindergarten and has extracted nine typical tasks from the preschool teachers’ one-day nursery and education work. The nine typical tasks include the teacher observation, attending and leaving kindergarten, the living convention for children, creation of environment, attending lectures and reflection, field-courses teaching, regional activities, outdoor activities, educational survey and each task has its own strict action index. Among the nine tasks, “attending and leaving kindergarten” and “the living convention for children” are mainly to develop the ability of child care. The content of the

practical nursery links up with the criteria of National Intermediate nursery governess qualification, which makes the nursery work process and its action index quite clear.

In addition, the feedback from the previous educational process and kindergarten internship tells us that both of the intern students and the new preschool teachers do not pay much attention to the communication with children's parents, maybe they lack of this kind of capacity partially. In fact, family education is a very important part of preschool education. The support from the parents can enhance the educational effect and it can be regard as one of the lifelines for the development of the kindergarten. Therefore, the new workbook is children's living activities work-oriented; also need to find a balance between teaching and conservation, not only seeking the characteristics of vocational education, also retained the specificity of teacher training.

3.3 From the teacher-oriented guidance to the teacher—book dual guidance

To solve the problem that one teacher has much difficulty in offering several students a comprehensive guidance in many fields, the education practice workbook has developed a theoretical guidance link. A number of concise and recapitulative theoretical outlines are used to guide the students to work. That meets the actual need of the students greatly, as it has been discovered in the past that the students have gulped a great of theoretical knowledge and have retained only a small quantity when they start their internship in the 2nd or 3rd academic year. They often carry out the kindergarten work with vague theoretical awareness, which results in many errors or omissions. Therefore, the new practice workbook has done deep research into the nine typical nursery tasks and has developed a serial of corresponding recapitulative guidance outlines by which the students can search for relevant information quickly so as to understand the work and carry out it, which is also helpful for the students to establish a clear work standard.

Meanwhile, the guiding outline is of great current significance for teachers. It tells the specific tasks that the teachers should complete in the education internship, which can avoid the random guidance from the teachers which only bases upon their experience. In the actual work, the teachers have been required to help students to work out a systematic scheme which embodies the nine tasks, and to inspect and supervise the implementation of the scheme. Thereby the teachers' deep guiding work is promoted to go further by working with the specific tasks.

Thus the new practice workbook is not only the student report, but also a work outline for the teachers from various fields. The units of the workbook are written on the actual tasks, which has broken through the boundary of curriculum teaching and has offered a subtle blend of teaching knowledge and skills. The workbook emphasizes to train the students an ability to solve problems with integrated knowledge and skills, and finally aims to promote the common development of the students and the teachers.

4 The Paths and Concrete Measures to Implement Education Practice Workbook

4.1 To guarantee the quality of education internship through institution building

Besides refining the specific indicators of education internship, the new workbook also sets up a security system to assure the education practice quality. The operating instructions of the workbook contain a tutorial system, an accountability system and an evaluation system. In the tutorial system, every student has a teacher from the 2nd term and the teacher is in charge of keeping the track of his student's work in the internship and offers the help whenever and wherever possible. This kind of guidance would be performed two and a half years. In the trainee guidance, the teacher's task is mainly to help the student to draw up a work plan and to examine its implementation. Of course, the guidance needs to follow some clear criterion on how to guide and evaluate the student's work. Meanwhile, a kindergarten teacher is allocated to guide the students, and the operating instructions clearly define the assignment of the responsibility that both teachers should undertake respectively. Before the education practice, an effective way should be adopted to enhance the student's educational practice purpose and to prompt the student to participate the following practice actively and designedly. For example, developing and designing an admission handbook and a practical guidebook for the students majoring in pre-school

education. Reading these book can have the freshmen, from the beginning, to make a full knowledge of the major's personnel training direction, the curriculum system, the staged practical objectives and the practical contents and requirements, which is helpful for the students to realize their future roles and responsibilities. About the evaluation for the teachers of education practice, America has a basic idea for reference that the evaluation is standard-based, process-oriented and performance-emphasized. The students are required to use and make a teaching portfolio during the internship^[2]. It makes sure that the students would emphasis on accumulating personal work experience and self-examination in the practice. Therefore, the students are required not only to carry out their teaching plan according to each work criterion and to keep a unbroken record of a variety of their education practice process, but also to set up an educational resource library relevant to their own internship process and to collect extensively the views from their teachers and parents who have cooperated with them during the internship. Through those, we can make a comprehensive assessment about the students and the students are also supposed to enrich their understanding of the teaching in their educational investigation and to increase the knowledge of the children through the association with them.

4.2 To build three links “guidance, operation, self-examination” to ensure the growth of the students’ ability

As a starting point of a teacher's professional development, education practice is a process of learning to teach and self-development. “Learning to teach” does not only refer to master certain education skills, it also means to foster the student's attitude and capabilities on teaching and scientific research. The students should be encouraged to explore their own teaching practice, to reflect on their social roles and responsibilities and to make critical analysis and interpretation on teaching. And thus new understanding of the curriculum and teaching is constructed. The students' practical education knowledge that is owned only by teachers is constantly upgraded. This concept is quite different from the traditional one in which educational practice is just to get the students the skills on how to teach and educate^[2]. The former practice workbook has the features of traditional teaching. It attaches great importance to detect the students' abilities and cares little about the guidance to students, as well as the quantitative assessment and the responsibility of the reflection. Relatively, the new workbook is composed of the units which are featured by typical tasks. Each unit contains three procedures: “typical work guidance”, “work report” and “self-examination”. The new workbook is a professional practice manual with a set of clearly-operating procedures that follows the mode of “guide-do-inspect”. Speaking specifically, firstly, clear behavior objectives and operating procedures of the activity have been given before the students start each task. According to those objectives and operating procedures, the students can effectively make their plans. Secondly, after practice work, the student are supposed to have a quantitative self-assessment when fulfilling each operating task so as to deepen their practical experience further and consolidate the results of practice teaching. Finally, the teacher would compare the three procedures carefully and make a feedback evaluation form on the basis of the student's whole work process. This “guide-do-inspect” mode is devised with the inspiration of a new “reflective teacher” professional growth mode. In this code, the students' consciousness and habits of reflection have been cultivated when they first start their teaching work, and the skills and methods about reflection are also offered. This code helps the students to establish a mechanism of self-education and self-development ultimately.

4.3 To mainly adopt the guiding-text approach in the practical guidance

The guiding-text approach is a teaching method that under the help of guiding text, the students self control their learning work process and complete the work independently. The guiding text is composed of some suggestive language material which is developed for the students' autonomous learning. This material offers the students a guidance to complete the learning work process independently^[3]. The procedure “typical work instructions” of the workbook is mainly established in the way of the guiding text. It includes a task introduction, a typical description of problem situation, a plan to be made and its format requirement. The students are required to make a wok plan in accordance with the instructions and the teachers need to watch their students and revise their practical guidance constantly and

respectively according to the actual situation. This practical guidance process is required to written down and to form a record, in which the development of students' abilities can be observed easily.

5 Conclusion

In short, the new workbook asserts that education practice is a comprehensive process of relearning and self-reflection. This book can optimize the learning process and reduce the proportion of 'reporting' or 'recording'. Procedures like "guidance" and "self-detection" are introduced into this book. Guided by this book, students can undertake the education practice step by step in a real situation and they can be ensured to learn through the action.

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