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The Dilemma and Breakthrough of the Centralized Practice of Preschool Education Students

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Abstract: With the continuous innovation of the collaborative education mechanism, the rapid development of digital technology and the deepening of the integration of care and education, the centralized practice platform and content of preschool education students are becoming more and more diversified, but there are still some difficulties and challenges. Based on the current characteristics of the centralized internship of contemporary pre-school education normal students, this paper systematically analyzes the causes of the formation of internship difficulties, and explores the breakthrough path of the centralized internship of pre-school education normal students from the perspectives of resource integration, mechanism optimization, ability improvement and evaluation reform, so as to provide theoretical support and practical reference for improving the internship quality of pre-school education normal students and promoting the high-quality development of pre-school teacher education.

1. Research background

With the gradual development of preschool education in China to a high-quality stage, and the continuous advancement of policy documents such as the" Guidelines for the Learning and Development of Children Aged 3-6" Kindergarten Teachers' Professional Standards (Trial), higher requirements have been put forward for preschool Teachers' professional quality, practical ability and comprehensive quality. As the reserve force of preschool teachers in the future, the training quality of preschool education normal students is directly related to the development foundation of preschool education. Educational practice is an important part of pre-service training for students majoring in preschool education, and an important process of linking theory with practice. [12] As a core practical course in the training program of preschool education professionals, centralized practice is a key link for normal students to transform preschool education theoretical knowledge and educational concept into practical ability of care and education, familiarize themselves with the work flow of kindergartens, and master the basic skills of care and education. It plays an irreplaceable role in personnel training.

In recent years, the field of preschool education in China has been continuously promoting reform and innovation, the mechanism of collaborative education has been gradually improved, the

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cooperation among universities, kindergartens and educational administrative departments has become increasingly close, and the practice platform has shown a diversified and standardized development trend. At the same time, digital technology and preschool education are deeply integrated, and the construction of smart kindergartens has a good momentum. Therefore, a richer and more solid practical scene has been created for the internship of normal students, and the concept of integration of care and education has been naturally implemented, breaking the shackles of the separation of traditional 'teaching' and 'protection', and putting forward new and higher requirements for the comprehensive practical ability of normal students. However, in the process of the actual implementation of centralized internship, various factors such as resource allocation, cooperation depth, guidance mode, evaluation system and so on are intertwined, and practical difficulties follow one after another: the imbalance between supply and demand of internship positions, the disconnection between theory and practice, the weak guidance force, and the formalization of assessment and evaluation. All kinds of problems not only affect the quality and effect of centralized internship, but also directly restrict the improvement of normal students' professional quality and the delivery of high-quality preschool teachers. In this context, it is of great theoretical value and practical significance to systematically sort out the current situation of the centralized practice of preschool education students, deeply analyze the difficulties they face, and explore a scientific and effective breakthrough path.

2. Current situation of concentrated practice of contemporary preschool education normal students

2.1. The mechanism of collaborative education is perfect, and the practice platform tends to be diversified

In recent years, the field of preschool education in China has attached great importance to the construction and improvement of the cooperative education mechanism. With the continuous evolution of educational concepts, people have increasingly realized the importance of home-school-community cooperative education for the comprehensive development of preschool children. [9] Many universities, kindergartens, educational administrative departments, industry associations and other parties have gradually formed a joint force of cooperative education to promote the development of the centralized practice platform for preschool education students in a diversified direction. From the perspective of cooperation subjects, the traditional" university-kindergarten" dual cooperation model has gradually changed to the" university-kindergarten-education administrative department-industry association" multi-coordination model. The education administrative department builds a bridge of cooperation between universities and high-quality kindergartens through policy guidance and resource coordination, and promotes the standardized construction of practice bases. The industry association plays a professional leading role, participates in the formulation of internship standards and the evaluation of internship quality, so as to improve the professionalism and pertinence of internship.

From the perspective of the type of practice base, the practice platform of preschool education majors is no longer limited to public kindergartens. Private kindergartens, inclusive kindergartens, high-end private kindergartens, Montessori kindergartens, forest kindergartens and other characteristic kindergartens have become important places for normal students to carry out internships. All kinds of practice bases have their own advantages: public kindergartens have obvious advantages in terms of conservation education norms and teachers' professional level, which can provide students with a standardized practice environment for conservation education; private and characteristic kindergartens pay more attention to curriculum innovation and individualized education, which is conducive to helping normal students expand their educational

ideas and practical horizons.

In addition, many colleges and universities continue to expand the channels of off-campus practice, and establish cooperation with child welfare institutions, early education institutions, community child service sites, etc., so that normal students have the opportunity to contact children of different ages and different development characteristics, participate in diversified education and care work, so as to improve their comprehensive practical ability. With the deepening of school-local and school-enterprise cooperation, some colleges and universities have also signed long-term cooperation agreements with local education departments and education groups to jointly build internship and training bases, which not only guarantees the stable supply of internship positions, but also promotes the steady improvement of internship quality.

2.2. Digitalization supports the development of education and the continuous integration of intelligent education

With the rapid development of digital technology and the continuous advancement of educational informatization, the concept of intelligent education is gradually integrated into all aspects of the centralized practice of preschool education students. Digital technology provides strong support for the practice work, and also promotes the innovation and upgrading of the practice mode, content and guidance mode [8]. The intelligent education management platform continuously integrates teaching resources, learning data and evaluation system to create an integrated education environment. In the construction of practice platform, many kindergartens are accelerating the construction of intelligent kindergartens. Multimedia teaching equipment, intelligent monitoring system, early childhood development evaluation system and digital curriculum resource library are more and more widely used in kindergartens. During the internship of normal students, they can directly contact and operate these digital tools, learn to design teaching activities with the help of multimedia resources, observe and record children's behavior through intelligent systems, and scientifically evaluate children's development level with digital evaluation tools. Their digital application ability can also be greatly improved.

In the internship guidance link, digital technology breaks the boundaries of time and space and builds a guidance system that integrates online and offline. Internship instructors in universities and kindergartens can carry out real-time guidance and feedback on the internship process of normal students through video conferences, online communication platforms and other channels; normal students can also obtain high-quality internship resources from online learning platforms, such as excellent teaching cases, teaching skills training videos, expert lectures, etc., and independently improve their professional ability. In addition, some colleges and universities have also developed a dedicated internship management system, which integrates internship task arrangement, internship log submission, internship performance evaluation and other work into digital management, so that the efficiency and standardization of internship management have been improved. The deep integration of digital technology and centralized practice not only enriches the content and form of practice, but also creates a more convenient and efficient learning and practice environment for normal students, so that the concept of intelligent education can be truly implemented in the training of normal students in preschool education.

2.3. The concept of integration of education and education is infiltrated, and the practice content is more comprehensive

In the practice of traditional preschool education normal students, there is often the problem of "emphasizing teaching and neglecting security." The focus of practice is mostly on the design and development of teaching activities, but there is a lack of exercise in practical links such as children's

life care, health maintenance and safety protection. With the in-depth implementation of the concept of integration of care and education in the preschool education industry, this situation has changed significantly. The centralized internship content of normal students has become more comprehensive and comprehensive, and special attention has been paid to the organic combination of the practice of ' teaching ' and the practice of ' protection '. Through the integration of the concept of consciousness; comprehensive knowledge structure; guiding children's ability and wisdom at any time ' three-dimensional structure ' to enhance the penetration of the concept of ' integration of care and education ' can not only improve the professional quality of Teachers' care, but also improve the quality of kindergarten education and further promote the scientific development of children [14].

With the increasing demand for childcare integration, the design of preschool education professional internship programs needs to be more scientific and effective [11]. In the current internship, normal students should not only practice the design and implementation skills of teaching activities in various fields of kindergarten, but also combine the age characteristics and development needs of children to create scientific and interesting teaching activities; it is also necessary to be deeply familiar with the life care process of young children, master the practical skills of daily care such as diet, sleep, washing and toileting, and learn the knowledge and operation of children's health monitoring, prevention of common diseases and emergency treatment of accidental injuries. At the same time, normal students also need to participate in class management, home communication, environment creation and other work, learn to create a safe, warm and suitable class environment for children's development, master the methods of effective communication and coordination with parents, and work together to help children grow up healthily. In addition, the internship also includes observation and analysis of children's behavior, educational reflection and improvement. The stage and individual differences of children's cognitive development determine that educational support needs to be based on accurate observation. [2] It requires normal students to observe and understand children more in practice, reflect on their own care and education behavior in time, and constantly improve their practical ability and professional reflection ability. The integration of the concept of integration of care and education makes the centralized internship content of normal students more in line with the actual work needs of kindergartens, which can help them fully grasp the core skills of kindergarten care and education work, establish the professional concept of" teaching in protection, teaching in protection, and combination of protection and education," and build a solid practical foundation for kindergarten work in the future.

3. Plight of centralized internship for pre-school normal students

3.1. Learning practice is difficult to match, and personalized training is limited

Nowadays, the internship practice scenarios of preschool education normal students are mainly concentrated in public kindergartens. Similar models of teaching make it difficult for normal students with individual differences to exert their own expertise. In order to carry out daily teaching smoothly, some kindergartens only allow normal students to undertake repetitive or difficult but tedious work, which leads to the lack of independent design activities and the ability to cope with special children [3]. This kind of internship arrangement leads to the lack of teaching motivation and the ability to create 'new things' for many normal students in the face of real educational situations.

In addition, the resources of urban and rural kindergartens are quite different, and the rural practice base is weak in facilities and equipment, activity resources and Teachers' level, which leads to the outdated and single educational scene that normal students come into contact with, which is not conducive to the cultivation of multi-factor parallel educational situation. The problem of

disconnection between internship experience and actual situation is particularly prominent. At present, the internship of normal students mostly focuses on conservation assistance and collective teaching order management, and lacks systematic training of central skills such as game-based teaching, home co-education, and children's behavior observation. This kind of practice mode of "emphasizing form and neglecting content" makes it difficult for normal students to transform the theoretical knowledge they have learned into feasible practical skills, resulting in the realistic dilemma of" strong theory and weak practice." Restricted by the concept of employment in kindergartens, many kindergartens deliberately reduce the opportunities for interns to teach independently and further compress the personalized training space for safety responsibility considerations. It is difficult for specialty normal students to carry out characteristic teaching practice according to their own advantages, and to kill their enthusiasm for teaching for a long time[16].

3.2. The evaluation dimension of internship assessment is single and lacks process evaluation

At present, most of the internship evaluation is the final internship report and the identification of the kindergarten as the main way, and the practice process of normal students lacks dynamic tracking. More than 60 % of the university internship evaluation system does not cover the process indicators such as teaching reflection and the quality of teacher-child interaction, and it is difficult to fully reflect the growth trajectory and real ability of normal students [4]. The evaluation method is still based on the final fixed item scoring, ignoring the investigation of the soft literacy of normal students' unique emotions, educational highlights, and reflective ability.

There is also an imbalance in the structure of the evaluation subject. The current evaluation is mostly dominated by university guidance and teachers, and the participation of front-line teachers in kindergartens is insufficient, resulting in a large deviation between the evaluation results and the actual needs of kindergartens. At the same time, the mechanism of self-evaluation and peer evaluation of normal students is missing, and the objectivity and authenticity of the evaluation results need to be improved. This kind of evaluation orientation of" emphasizing results and neglecting process" is difficult to play the diagnostic and improvement function of evaluation. The evaluation system of many colleges and universities still follows the old standards for many years, does not follow the new standards of the preschool education industry to update the assessment rules, and the evaluation lags behind the employment needs of the industry[13].

4. The breakthrough path of centralized practice of preschool education normal students

4.1. Deepen campus double cooperation and build a reasonable cooperative education community

Colleges and universities should establish long-term cooperation with local education departments and cooperative kindergartens, and agree on internship standards and training directions together. We can learn from the" double tutorial system" model of some colleges and universities. The theoretical tutors of colleges and universities and the practical tutors of kindergartens guide the normal students to practice together, clarify the rights and responsibilities of both parties, and ensure the professionalism and consistency of guidance [6]. College tutors are responsible for theoretical education and career planning. Kindergarten tutors focus on teaching practice skills and class governance guidance, forming a guidance system that complements theory and practice.

Colleges and universities should establish a 'dynamic evaluation mechanism for practice bases', regularly rate various resource conditions and teaching abilities of cooperative kindergartens, and

continuously optimize the layout of practice bases. Appropriately increase the internship opportunities in various scenarios such as rural kindergartens and inclusive private kindergartens, so that normal students can accumulate experience in more educational situations and improve their own characteristic practical ability. In addition, both schools and local governments can jointly carry out" practice teaching and research activities," organize normal students to participate in some kindergarten curriculum development, children's behavior observation and other projects, and promote professional progress in solving real education problems. The campus jointly builds a normalized teaching and research meeting, opens up the channel for the teaching and research achievements of colleges and universities to land on the front line of kindergartens, and realizes the two-way interoperability of educational resources [5].

4.2. Build a digital practice platform, broaden the practice guidance and learning channels

Relying on educational digital technology, a digital practice platform integrating 'virtual simulation teaching, remote guidance and resource sharing' is built. An electronic simulation teaching system for preschool education can be developed to simulate the activity scenes and emergency situations of children of different ages, so that normal students can practice repeatedly in the virtual environment and accumulate practical experience [10]. Through virtual reality technology, normal students can experience the daily life process of kindergarten, observe the characteristics of children's behavior, and practice special situations such as teacher-child interaction skills.

The platform can also integrate different teaching cases, expert lectures and other resources of high-quality kindergartens, provide independent learning materials for normal students, and broaden their professional vision. It encourages normal students to record internship logs, carry out teaching reflection through digital platforms, and conduct online mutual evaluation with peers to form a cycle of 'practice-reflection-improvement' learning mode. With the help of the cloud archiving function, the internship materials are permanently retained, which is convenient for teachers and students to review and optimize the teaching design at any time [1].

4.3. Improve the evaluation system and build a reasonable internship evaluation system

Using diversified evaluation tools, a 'process + result' and 'multi-subject participation' internship evaluation system is established. The classroom observation and analysis system can be used to record and analyze the teacher-child interaction and activity development of normal students, and generate a unique process evaluation report [15]. At the same time, improve the construction of evaluation subjects, include college tutors, kindergarten teachers, parents of young children and normal students themselves into the evaluation system, and evaluate the effect of internship through multiple dimensions.

Establish a 'practice growth file', record the whole process of normal students from the beginning to the independent teaching, and combine the stage evaluation and final assessment to form a dynamic and comprehensive evaluation result. The evaluation content should include multiple dimensions such as teacher ethics, professional knowledge, practical skills, and reflective ability, and pay attention to the personalized process and development potential of normal students. Through the timely feedback of the evaluation results, it helps normal students to clarify the direction of improvement and provide favorable support for their subsequent professional development. Based on the file tracking data, the internship task is dynamically adjusted to realize the whole process of evaluation and feedback of internship training [7].

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